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ABSTRACT

Three reports comprise this document: A Minicollege for De Anza? An Investigation of the Feasibility of Introducing a New Curriculum Plan and Mode of Instruction at a Community College, by Edward Hay and others; The Minicollege: Work in Progress, by Robert Bernasconi and others; and The Minicollege: Second and Third Years, 1971-73, by Robert Brock and others. The first report is the feasibility study of undertaking a new curriculum plan and instruction method, called a Minicollege. In the second report, activities related to the first year of operation of an experimental Minicollege are discussed. The third report discusses the second and third year of the experimental program, providing discussions of the student body, the faculty, administration, curriculum, program evaluation, schedule and selected assignments, and a report of a study on the Impact of Mini-College Experience on Mini-College Students Winter and Spring 1972. (DB)

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De Anza College

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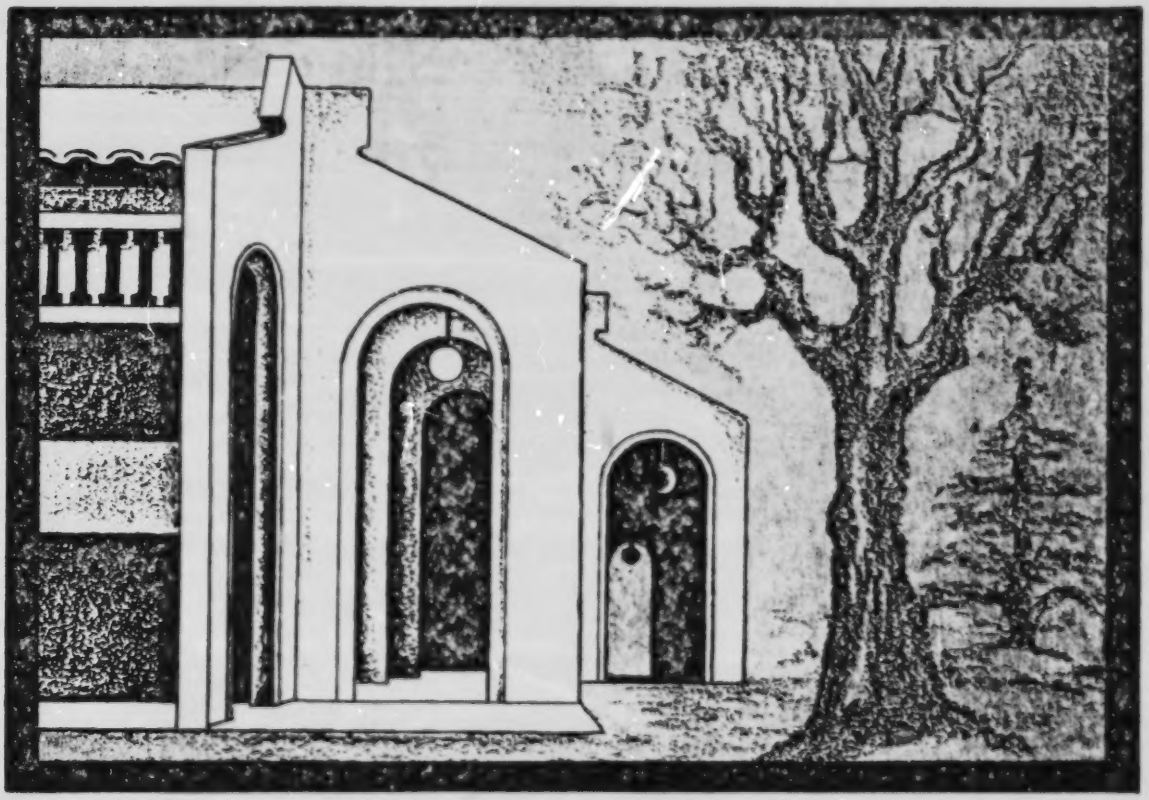
OF THE

FOOTHILL JUNIOR COLLEGE DISTRICT

A MINICOLLEGE FOR DE ANZA?

AN INVESTIGATION OF THE FEASIBILITY OF INTRODUCING A NEW CURRICULUM PLAN AND MODE OF INSTRUCTION AT A COMMUNITY COLLEGE



PRINCIPAL INVESTIGATORS:

EDWARD HAY, Chairman, Physical Science and Mathematics Division
JAMES LUOTTO, Chairman, Language Arts Division
WILLIAM SAUER, Chairman, Biological and Health Sciences Division
WALTER TRAVIS, Chairman, Social Sciences Division

JANUARY 1970

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DE ANZA COLLEGE

Foothill Junior College District

21250 Stevens Creek Boulevard • Cupertino, California 95014 • Telephone (408) 257-5550

January 28, 1970

Dr. A. Robert DeHart, President
De Anza College
Cupertino, California

Dear Sir:

The accompanying report constitutes our study of the feasibility of undertaking a new (for us) curriculum plan and mode of instruction we are calling a Minicollege. This project was authorized by you during the spring of 1969 and we have, during the summer and fall, reached our conclusions. Within the limits of time and budget that were available to us, we believe we have investigated the major factors affecting such an undertaking.

Our final conclusion is that the concept of a Minicollege--within the guidelines we have set for it--is feasible and every means for getting it underway for the next academic year should be taken.

The Minicollege has our unanimous approval and support. We stand ready to assist in whatever way you and the faculty see fit in taking the next steps for making it a reality.

Edward A. Hay
Edward A. Hay, Chairman
Physical Science and Mathematics Division

James A. Luotto
James A. Luotto, Chairman
Language Arts Division

William Sauer
William Sauer, Chairman
Biological and Health Science Division

Walter E. Travis
Walter E. Travis, Chairman
Social Science Division

A MINICOLLEGE FOR DE ANZA?

INTRODUCTION

De Anza College, a two-year community college, has a lot going for it. Perhaps it was best said by the accreditation team that visited us last spring:

> Its high quality is demonstrated in every aspect of its organization and operation: educational programs and offerings, community relations and services, instructional, classified, and administrative staffs, student personnel services, student government and activities, physical plant and equipment.
>
> There is a pervasive air and spirit about the college that bespeaks conviction of worth, pride in association, thrust for improvement, willingness to experiment, respect for differing opinions.
>
> It is particularly notable that the college provides every avenue and means for continuing self-evaluation.
>
> The momentum which has produced a junior college of the caliber of De Anza should certainly be cherished and nourished.

Accreditation teams seldom make more complimentary statements that that. Our record is good and our future looks bright, but <u>are</u> we living up to our promise?

In terms of <u>traditional</u> measures, we believe, along with the accreditation team, that we can answer with an emphatic "yes." But that is a relative answer. We are good enough if we accept present standards. But if we look at our potential, we believe we could be much, much better. So why aren't we?

We are convinced it is because of something that lies at the very heart of the educational process: the relationship between the teacher and his students as it has developed under our present curriculum plan with its emphasis on the course system. If the faculty-student relationship is the key to improvement of education then we must experiment, under controlled conditions, with a new curriculum plan and mode of instruction.

THE MINICOLLEGE IN HIGHER EDUCATION

The minicollege idea is certainly not a new one to higher education. A good deal of experimentation--especially at four-year institutions--has been undertaken. Reports of these projects have been very spotty, however, and we had to rely mainly on first-hand observation. In our area we found relevant information at several Bay Area colleges and universities--though little of their experience had direct application to our needs. The University of California at Berkeley is operating a minicollege plan under Professor Tussman's leadership; San Jose State has a "New College" which is based on their General Studies program; and of course the famous "cluster college" concept at the University of California at Santa Cruz provides us with some information.

But little is happening in the two-year college though several have plans they hope to put into operation in the near future. Chabot College is the only community college where direct applicable information was available for a minicollege actually in operation. The Center for the Study of Higher Education at Berkeley is presently attempting to organize these Bay Area community colleges into a consortium where each can benefit from the others' experience. These colleges include De Anza, Chabot, San Jose, Delta, and Marin.

We have learned more from our search about what not to do than what to do, but three important points have emerged: (1) selection of the right faculty who are flexible enough to learn as much as they teach is crucial; (2) the program need not be more expensive once it is in operation but faculty development time for the curriculum and their new modes of instruction are crucial and absolutely necessary; (3) careful evaluation by a person skilled in institutional research is necessary not only to the plan being tested but to aid the further experimentation by other colleges.

GOALS FOR A DEANZA MINICOLLEGE

It is not really the goal of the mini-college that is new, but rather the path to that goal. Surely we wish nothing more than to realize the objectives for the general education program which are found in the De Anza College Catalog. We, too, wish to accommodate those students "who desire to broaden their educational and cultural experiences, study the arts, continue life-long learning."

Yes, the goal is a noble one. But the student's experience is so fragmented, so frenetic, so impersonal, it is unlikely he will ever reach it.

We are presently organized around nine academic divisions. Among these divisions some 500 courses are offered, including ones in lower division, technical and semi-professional, remedial services, and general education. In the six quarters a student normally spends with us he takes some thirty of these courses. Three times a year, he enrolls in a new set of approximately five courses, pursuing a pattern leading to a major. In a college of our size, approximately 4800 students, in all probability he will never have the same instructor twice, and there is little chance that he will be with the same students again. The student who knows his teacher is rare; indeed, it is unlikely that the student can even know those sitting on either side of him. In the headlong rush to satisfy requirements, to accommodate unyielding schedules, to meet the demands of teachers whose efforts are, unknowingly, often at cross-purposes, the humanness of the person is lost. If we deliberately set out to alienate students, it is hard to see how we could do better.

The underlying premise which informs all of the minicollege's aims is that learning is an active virtue; it takes place when the burden is truly on the student. The school should be more concerned with encouraging a style, a habit of critical inquiry, rather than disseminating pieces of information, however learned. Learning

is a state of mind, not a display of erudition. Thus, in the mini-college, one does not "get" an education; instead, he must be ready to give himself an education--the curriculum and the faculty cooperating toward that end. If there is one goal which would give direction to the minicollege, it is to develop the student's skill in the decision-making process. Such a skill is really the sine qua non for the educated man, and yet, who can deny that our schools are not producing such men? Instead of educating candidates for the silent majority, we would want to encourage the ability to make independent critical judgments, the ability to see relationships (perhaps to create relationships) among diverse subjects and experiences.

"A man becomes creative, whether he is an artist or a scientist, when he finds a new unity in the variety of nature. He does so by finding a likeness between things which were not thought alike before, and this gives him a sense both of richness and of understanding. The creative mind is a mind that looks for unexpected likenesses. This is not a mechanical procedure, and I believe that it engages the whole personality in science as in the arts." (Bronowski, The Creative Process)

In all of this, the focus is on the student. Working in a personal and congenial atmosphere, he would know his teachers and fellow students well. Encouraged to take the initiative in the classroom sessions, the student would soon understand that he is essential to what happens, and not just a part of a rushed and mechanical process.

GUIDELINES FOR THE DE ANZA MINICOLLEGE

Quite obviously, there are many types of minicollege plans that might be attempted. The type of student selected, the curriculum areas covered, "total immersion" or "partial immersion" by faculty and/or students, length of the program, size of the student group and the faculty are among the variables that would have a great influence on the goals, operation, and outcomes of a particular minicollege. The following is a framework, a skeletal structure, that is intended to serve as a guide. These recommendations seem to be the most feasible for us at this time. But we should recognize that the participating faculty will be responsible for developing the program in detail and it may be necessary to make substantive changes as the plan develops.

Curriculum: Pursuing the theme, "What Is Man?", the total program focuses on a series of problems rather than on a series of discrete courses. The methods of inquiry inherent in the traditional disciplines will be used as the principal tools of analysis, enabling the students to comprehend these problems and to relate them to their own needs.

This study of man necessarily involves the three broad areas of general education: the humanities and arts, the social and behaviorial sciences, and the natural sciences. It focuses on common themes and problems, rather than on separate courses and subjects.

Instructional Methods: The program provides a flexible means of creating a problem-centered curriculum. Therefore, in the new program, the critical content of the learning experience will be the method or process through which the learning occurs. It is not what the instructor says to a group of students that counts; it is what the instructor has them do. What students do is what justifies the classroom or laboratory. Therefore, active participation by faculty and students, emphasizing the process that various disciplines can bring to bear on current, relevant problems, should be the essential thrust of the instructional mode used. The size of the group in which this takes place can vary from supervised independent study to meetings of the entire minicollege. Some routine meetings will be necessary and desirable but flexibility in scheduling of group meetings should be maintained.

Length and Size of the Program: This will be a two-quarter program that will satisfy all the basic A.A. degree general education requirements, an equivalence of thirty quarter units credit. These two quarters will involve 150 typical community college students, together with seven professors drawn from the various disciplines representing the arts and sciences, and a full-time counselor. Beginning in the 1970-71 academic year, both faculty and students will be totally immersed in this program during the winter and spring quarters. The basic idea is to associate a small number of students and faculty in a continuing and close relationship over an extended period.

Grading: Recognizing the fact that people learn at different rates, and that conventional grading often fails to take this into consideration, this program will employ a credit/no credit system of grades. Individual student learning and growth will then become the measure of the success of this program.

Transferability: Officials at local four-year institutions assure us that 30 quarter units of general education transfer credit will be granted for minicollege work. Details on how minicollege work will be shown on the permanent record are yet to be worked out. We apparently have our choice as to whether we wish to convert the work into standard course equivalents and show those on the transcript or to deal in broad general education areas only. This decision will be made with the advice and consent of local transfer institutions once the participating faculty have more clearly defined the curriculum plan. Chabot College reports no difficulty whatsoever in this respect. At any rate, we will be careful to inform prospective students of problems, if any, that they may experience as a result of credit earned in the Minicollege.

Student Profile: If the minicollege concept is valid, it must deal with the broad cross-section of students. Students at De Anza are representative of the students to be found in community colleges throughout California. Our students, like those in the other colleges, are characterized by a great range in ability, motivation, and all the other factors that go to produce a human personality. The seven per cent of our student body that were qualified to attend the University of California, but chose De Anza instead, represents one end of the spectrum. The high school dropout with a serious learning difficulty, the other. We plan to include both in our program. Therefore, we will not only encourage the good student, but also actively search out those students who, because of lack of confidence in their academic capabilities, would not normally apply for a program of this nature.

Costs: Two kinds of costs must be considered: normal operational costs and first-time developmental costs.

We believe the Minicollege should operate at or near our average cost per student. Additional faculty will not be required--they will be drawn from the present staff. We expect the average weekly student contact hours produced by each faculty member in the Minicollege to be the same as the college average for the winter and spring quarters. The only extraordinary costs may be for field trips since activity centered instruction will probably mean more trips off-campus. No doubt a home on campus for the Minicollege will also be necessary, but during this experimental period at least, no unusual physical facilities will be required.

The following page shows an ideal budget for first-time developmental costs and De Anza College has already put out feelers to several foundations and governmental agencies to test the interest in funding all or parts of this project. If it becomes necessary to establish a "retreat list" to get the developmental budget within the funding available, we feel that a fail-safe figure will approximate a half of the ideal budget. Inasmuch as the success of this Minicollege is dependent on developing significant changes in faculty attitudes and perspective, it is our feeling that severe reductions in the proposed budget would greatly reduce the likelihood of real faculty change, and we therefore view a "shoestring" approach to developmental costs as short-sighted and inadvisable.

CALENDAR AND DEVELOPMENTAL BUDGET: The following represents in our best judgment at this time an ideal budget and timetable to follow in order to make the Minicollege operational by the winter quarter of next year.

Winter '70	Cost	Spring '70	Cost	Summer '70	Cost	Fall '70	Cost	Winter and Spring '71	Cost
1. Program to obtain general support of the faculty.		1. Staff travel to other colleges to study their innovating experiences:		1. One month workshop to develop behavioral objectives, curriculum & vehicles for evaluation also prep. in group dynamics, sensitivity & psychology of learning and motivation 8 x $1500	$12,000	1. 1/3 release time for interviewing of students, general publicity and program development (work w/Guidance & Counseling Program) 8 x 1/3 time x ½ yr. x annual salary $13,500		1. Eight (8) ½ day meetings on Saturdays for on-going analysis, development, and interaction w/consultants	
2. Complete the Feasibility Study.		a) Honoraria 20 days @ $75	$1500	2. Consultants a) Behavioral Obj. b) Cluster College c) Sensitivity & group dynamics d) Research and evaluation	4,000			a) Staff 8 x ½ day x $75 8 times	$2400
3. Seek Board approval.		b) Travel exp.	2500	3. ½ time Secretary begins here	3,000			b) Consultants	500
4. Recruitment and screening of seven faculty members and one counselor to staff the Minicollege.		2. Two seminars (1 day ea.) to plan for summer workshop: a) 8 staff x $75 x 2	1200	4. Research costs begin here	10,000				
		b) Consultants (2)	500						
Totals:			$5,700		$29,000		$13,500		$2900

GRAND TOTAL: $51,100

IS THE MINICOLLEGE FEASIBLE FOR DE ANZA?

In terms of the conditions we have outlined in this report, the Minicollege plan is feasible. We believe conditions are right for such an experiment at this time. We have been careful to keep the decision-making groups and the general faculty informed of the progress of our study and we have received endorsement everywhere. Faculty and student interest is high. We have recommended a good plan that we think will produce not only a positive educational experience for both students and faculty, but if carefully evaluated, will give us future direction in attacking the problem of faculty-student relationships in the learning process.

RECOMMENDATIONS FOR PROCEEDING

1. We have already presented a progress report to the Board that seemed well received. We should now immiediately seek their suggestions and approval for proceeding with the plan.

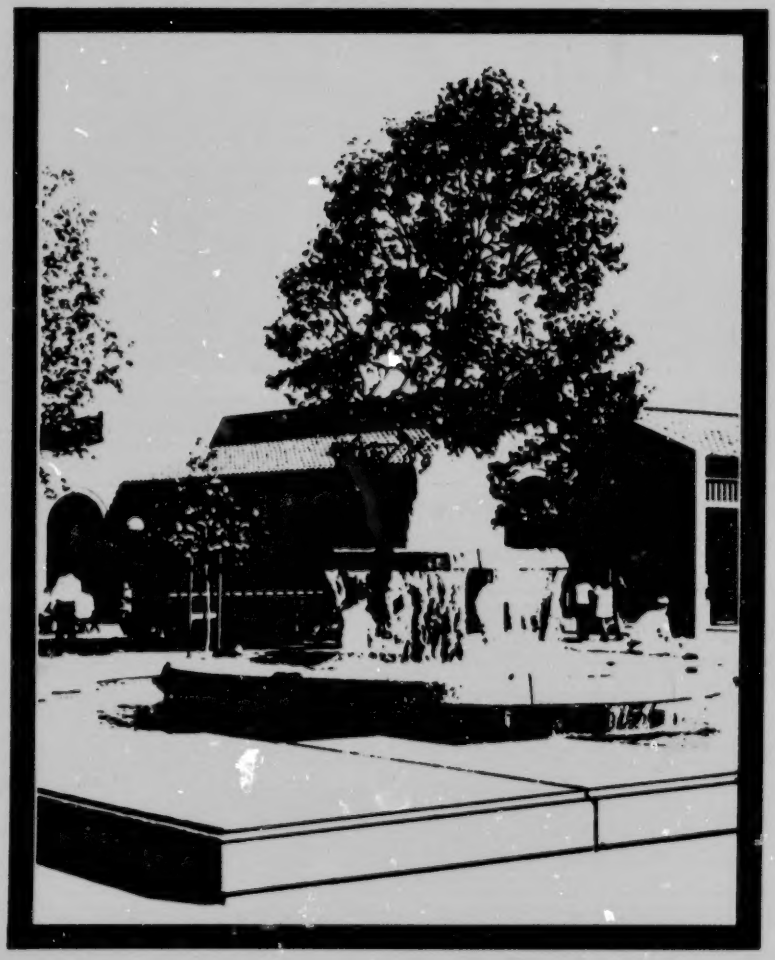
2. We should proceed immediately with the recruitment and selection of faculty since divisions affected will have to make provisions for the participation of the appointed faculty. The President of the College and the Faculty Senate should establish procedures for the announcement of the program and the selection of faculty. We would be glad to offer our services in this process in whatever way you see fit. Faculty candidates must be informed that proceeding with the Minicollege is still contingent upon the raising of sufficient developmental costs.

3. The President of the College should continue to actively seek developmental funds from appropriate foundations and governmental agencies.

DE ANZA COLLEGE

of the Foothill Community College District

THE MINICOLLEGE: WORK IN PROGRESS



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A Report by the Minicollege Staff

ROBERT BERNASCONI, Language Arts Division
DON BUCK, Social Science Division
JAMES EDWARDS, Social Science Division
GAYLORD FORBES, Fine Arts Division
EDWARD HAY, Physical Science and Mathematics Division
JAMES LUOTTO, Language Arts Division
WILLIAM SAUER, Biological and Health Science Division
PHYLLIS WIEDMAN, Student Personnel
ALICE JARRETT, Division Secretary

Summer 1971

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Recognition of Needs

The Minicollege came into existence as an experiment to search for alternatives to the traditional patterns of meeting the general education requirements for our students. At the present time at De Anza College, there are some 500 different courses being offered in nine different academic divisions. In a period of six quarters, a student will take between 25 and 30 of these courses. In a college of our size, it is unlikely that he will have the same instructor twice and there is little chance that he will be with the same students again. In the headlong rush to satisfy requirements, "to cover the material," to fit their program into unyielding schedules, and to meet the demands of several teachers, who unknowingly may be working at cross purposes, the human quality of both student and teacher is often lost. As a consequence, many students perceive the present system as machine-like, impersonal, uncaring, and destructive. It was our hope that we could create an alternative educational program that would be more personal, less fragmented, and would actively involve the students in the learning process.

In the face of criticism of the existing General Education program, De Anza President, Robert DeHart, appointed a study committee in the Fall of 1969 to seek alternatives to the present program that were both educationally and economically feasible. The final report of this committee concluded that an experimental program should be initiated here at De Anza College as soon as possible (See A Minicollege for De Anza? An Investigation of the Feasibility of Introducing a New Curriculum Plan and Mode of Instruction at a Community College, January 1970). In February 1970, our Board of Trustees gave its approval to the development of this experimental program which by then had acquired the name of the Minicollege.

Selection of Faculty and Preliminary Planning

Early in the Spring Quarter of the 1969-70 school year, President DeHart named a Minicollege Faculty Selection Committee composed of two students and four faculty from various disciplines. This committee accepted applications and interviewed faculty members interested in teaching in the Minicollege. Applicants in effect applied for a specific position on the Minicollege faculty since the object was to create a faculty that represented an interdisciplinary spread. The positions to be filled were as follows:

Natural Sciences	- 2 positions
Social Sciences	- 2 positions
Language Arts	- 2 positions
Fine Arts	- 1 position
Counselor	- 1 position

The selection committee completed its deliberations and notified President DeHart by the middle of the spring quarter. Those selected were informed and began meeting together immediately to arrange for a six week summer planning workshop. Arrangements were made for the faculty to receive released time for the fall quarter (where possible) for additional planning activities.

Summer Planning Workshop

Developmental costs of the Minicollege program included funds for salaries for the faculty to meet during the summer. It was recognized from the beginning that the success of the program depended on an opportunity for the faculty to have adequate time to develop its own program in an atmosphere free from the pressures of other teaching obligations. Significant features of the summer workshop included:

1. Encounter Group Experience. The faculty attended two full day encounter meetings with a trained facilitator. Faculty reaction to the experience was mixed but all seemed to agree that it was generally constructive and contributed to the process of developing effective relationships among faculty members.
2. Cluster College Conference. An all day conference with representatives from Colleges and Universities operating programs similar to the Minicollege. Teachers experienced in these programs came to De Anza from Grossmont College, San Jose State College, Sonoma State College, San Francisco State, and the University of Redlands. The Minicollege faculty gained valuable information by posing its own questions to these teachers and listening to the interchange among them.
3. Curriculum Development. The major effort of the workshop was aimed at the development of the curriculum plan. There ensued a period where differing educational philosophies and techniques were presented, debated and finally consolidated into a plan that was acceptable to all faculty members.
4. Evaluation of the Minicollege. The second major area of concern during this period centered on the problem of program evaluation. How would we determine whether our efforts were effective? Faculty opinion varied on this question as well, and many heated discussions resulted in the view that while evaluation of the program was necessary, any evaluation effort that might be made should be carefully structured to avoid interference with the learning environment. The problem was partially resolved when District Superintendent Cal Flint provided money from District contingency funds to hire an outside consulting firm to accomplish an evaluation of the Minicollege. The firm of Tadlock Associates, retained for this purpose, attended several of our faculty planning meetings, called special meetings to determine effective evaluation techniques, and interviewed students with the purpose of producing an independent evaluation document at the end of the program.

Course Credit and Transferability

One of our concerns early in the planning stages was to insure that our students who transfer to four-year institutions would receive 30 units for ungraded credit ("credit/no credit") in areas of general education.

We divided the 30 units into six 5 unit courses with credit to be granted in three courses each quarter:

Interdisciplinary Studies 1	Communications	5 Units
Interdisciplinary Studies 2	Fine Arts	5 Units
Interdisciplinary Studies 3	Social Science	5 Units
Interdisciplinary Studies 4	Social Science	5 Units
Interdisciplinary Studies 5	Natural Science	5 Units
Interdisciplinary Studies 6	Humanities	5 Units

Correspondence with the California State College system and the University of California indicated in both cases our courses would be acceptable. We have also sent course and program descriptions upon student request to other colleges and universities. We know of no cases where these courses have not been accepted.

Student Body Recruitment and Selection

In order to assure a reasonable cross-section of the De Anza student body the following criteria were established:

1. A distribution similar to the De Anza student body considering ACT composite scores and high school grade point average.
2. No more than 60% of either sex.
3. No more than 30% sophomores.

We were particularly concerned about how to recruit students of lower ability, since programs of this type traditionally have attracted the more able student. We prepared a brochure that described the program and stressed that we were seeking a representative cross-section of students, and designed a very simple application form in order to make it easy to apply.

Our recruitment period was the month of October. We held several general publicity meetings during College Hour, held special meetings for Guidance class groups, and visited a number of classes.

Over 200 applications were received. Individual interviews were not scheduled; however, many students did schedule appointments with the counselor to discuss the Minicollege in relationship to their own college plans. All applicants were asked to attend one of three scheduled meetings in which we discussed the Minicollege program in greater detail. After these meetings some students withdrew their applications and we admitted the remaining 190 applicants by letter.

On the opening day of school we had a number of registered students who did not attend. We replaced some of these with students who had not applied but who appeared requesting admission. Our actual enrollment that first week was 174 students.

Student Body Profile

In spite of accepting all applicants we did end up with a student body profile that met our criteria:

1. Based upon ACT composite and high school GPA.
   a. 8.6% were in the top 10% of the De Anza student body.
   b. 8.0% were in the bottom 10% of the De Anza student body.
   c. The remaining students were distributed fairly evenly among the other deciles of the De Anza student body.
2. 57.5% were males
3. 19.4% were sophomores
4. Ages ranged from 17 to 48 with a median age of 18.

Program Description

Under the general theme "Man and His Culture," the Minicollege curriculum and schedule of activities were organized around a series of sub-themes pursued for periods of from three to six weeks in the following sequence:

1. Nature of Science and Impact of Technology (4 weeks)
2. Character of Our Dominant Culture and its Relationships to Our Sub-Cultures (6 weeks)
3. The Question of Justice (5 weeks)
4. The Nature of Love and Violence (4 weeks)
5. Images of the Future (3 weeks), including Ecology, Education, Man in Nature, Utopias, Creating a Community, and Art.

The first four sub-themes were pursued by all students and faculty together. The last three week sub-theme on Images of the Future was divided into several topics on the basis of varied student interests (15 to 30 students investigated each topic).

The sub-themes were carried out in a variety of formats: seminars, laboratories, field trips, panel discussions, guest speakers, lectures, feature length films, small group and individual projects, and student presentations. The large group presentations (lectures, speakers, films) were held in a lecture hall and attended by all students (usually held on Mon., Tues., and Thur., 8:00-9:50 a.m.). The seminars were conducted by Minicollege instructors in smaller classrooms and attended by 15 to 25 students (usually held on Mon., Tues., and Thur. at 11:00 -12:50).

In addition to large group presentations, seminars, labs, and field trips, students were required to participate in group discussions and to complete various kinds of written assignments (primarily abstracts and short papers) and special projects in mixed media (tapes, films, visual arts, and dramatic readings).

The scheduling of these activities varied somewhat from week to week, depending upon the nature of the sub-theme or material under study. To present some idea of what went on, we have prepared a composite of activities that occurred over the two quarters the Minicollege was in operation. These are selected examples and do not represent an actual week's work. (Refer to "Composite of typical activities . . ." at end of report, page 12.)

In addition to the classroom activities described above, the Minicollege conducted its own P.E. program. The Physical Education Division contributed its facilities. Those students desiring a course in the regular P.E. program were allowed to do so. The Minicollege P.E. class met every Tuesday, from 3:00 to 5:00 p.m. Our activities included volleyball, touch football, softball, and jogging.

Another unique feature of our experimental program was that one of the eight faculty members was a counselor. In addition to the normal guidance responsibilities, the counselor worked closely in curriculum development, assisted actively in teaching, and encouraged the closer relationship between

students and teaching faculty. This resulted in a coming together of the counseling and teaching functions only rarely experienced in the regular college.

Evaluation of Students

Besides his "credit/no-credit" grade, each student received a written statement from his seminar instructor. This statement provided the student with a detailed rationale for the grade; it included such matters as seminar participation, written work, special projects, attendance, and over-all commitment to the program. At the end of each sub-theme unit, the seminar instructor met individually with his students to discuss the written evaluation. The entire faculty met to discuss all students receiving "no-credit" grades. Students receiving "no-credit" grades were given the right to appeal the decision to the entire Minicollege faculty; a few students availed themselves of this opportunity.

Expense of the Program

Of vital importance to the success and continuation of any experimental program is its cost. Just how economically viable is the Minicollege? To answer this over-all question, we have posed four specific questions:

How was the Minicollege funded in 1970-71?

How expensive was the first year of the Minicollege?

In the future, will the Minicollege be able to maintain a per student parity in operational expenses with the college as a whole?

Was the Minicollege faculty able to carry its fair share of the college-wide teaching load?

The first question. Funds for the Minicollege came from three sources:

"President's Innovation Fund".	$20,000
"Associated Students of De Anza College" budget.	3,000
Minicollege student dance profit.	900
Total Minicollege budget	$23,900

Funds granted by students ($3,900) were used to cover the costs of field trips, retreats, guest speakers, and some student projects.

The second question. Expenses of the Minicollege fall under two broad categories:

Developmental expenses incurred in the Summer of 1970 and 1971 which are non-recurring (faculty salaries for summer planning and evaluation workshops and the "Cluster College Conference" costs).	$15,100
Operational expenses incurred during the Fall, Winter, and Spring quarters of 1970-71 (including 1/2 secretary, teaching aids, supplies, field trips, retreats, guest speakers).	$8,800
Total Minicollege expenses	$23,900

Of the total operational expenses of $8,800, $4,900 came from district funds with the balance of $3,900 coming from student body funds.

The third question. For the 1971-72 operation of the Minicollege, we have recommended an operational budget of $3,600 (including a 1/4 time secretary) which we regard as on a par with operational expenses for the campus as a whole. In addition, the ASDAC has budgeted $2,600 to cover field trips and guest speaker expenses.

Operational expenses from district funds.	$3,600
Operational expenses from student body funds.	2,600
Total operational expenses requested for 1971-72	$6,200

The fourth question. On community college campuses, faculty teaching load is measured by the "Weekly Student Contact Hours" ratio (WSCH). For the first year of operation, the Minicollege measured up to the average ratio of the college at large:

	FTE	Winter WSCH	Spring WSCH	Average WSCH
De Anza College	164	485	467	476
Minicollege	7.5	582	393	487

To increase our WSCH ratio for 1972, we have made changes in the number of faculty and students, and scheduling of classes to generate a ratio of 600 for the winter quarter.

It is our conviction that once beyond the initial developmental stage, the Minicollege concept is economically viable even within the current financial squeeze. In addition, we feel that the knowledge and experience gained in our first year of planning and operation would be of enormous help in the development of other experimental programs at De Anza College or Foothill College. In this sense, the Minicollege can be seen as a pilot program.

Evaluation of the Program

In an experimental program such as the Minicollege, it is desirable to obtain evaluative analysis from several sources. To be sure, a question that appropriately is raised in making judgements regarding the success or failure of an educational experience is: "compared to what?" The fact of the matter is that we do not possess easily measured and well defined criteria for "good education." Nevertheless, efforts to evaluate the Minicollege, although necessarily somewhat subjective, have been undertaken in four general areas.

First, the Board of Trustees commissioned the firm of Tadlock Associates to conduct an independent study and evaluation of this year's program.

Second, the students of the Minicollege, in order to express their criticisms of and satisfaction with the program, responded to a set of twenty questions of their own design. The results of this questionnaire are biased by the fact that the sample of student responses is from the students who completed the program. Drop-outs are not represented in this sample. Even so, the areas of strongest feeling may be

instructive. Consider these few examples on a numerical scale of 1 (poor) to 10 (excellent).

The program of guest speakers.	9.1
Individual growth as a student	8.9
Special interest (flexible choice) seminars.	8.0

vs.

Accuracy of initial descriptions of what to expect in the Minicollege.	5.1
Required written assignments	5.7

Third, the eight members of the faculty evaluated the program in measurable ways.

1. We asked students to take the OPI (Omnibus Personality Inventory) upon entry to the program in the Winter, and again in late Spring. Two main questions were investigated:

a. Are there significant personality changes resulting from the program?

b. In what ways do students who finished both quarters differ from those who dropped out?

Based on comparisons involving 54 students taking the OPI twice (in January and June) and 48 students who took it once but later dropped out of the Minicollege, the answer to both questions is "no differences."

2. We attempted to compare the "holding power" of the Minicollege to that of traditional two quarter course sequences. We cannot be sure that our comparisons are valid except in a broad, general way. Consider the following data (from the Fall-Winter Quarters of 1969-70 and 1970-71):

	1st Qtr.	2nd Qtr.	Retention
Minicollege	174	116	65%
Math 11A-11B	241	160	66%
History 4A-B	400	217	54%
Chemistry 1A-1B	549	311	57%
Business 1A-1B	372	181	44%
Physics 2A-2B	277	130	47%
Average of five courses above			54%

We feel these data establish at the very least that the attrition between quarters for the Minicollege was not excessive or out of line with the college-wide experience.

3. We constructed an examination designed to evaluate students' ability to deal with three elements of general education: a question requiring interpretation of graphical data, one concerned with an analysis and comparison between two brief essays, and one dealing with attitudes and responses to an artistic statement. This exam was administered to the Minicollege students

and to a control group of students who were taking Health 21. Background data were obtained on the individuals in the Health class in order to select only those students who had completed general education courses comparable to the Minicollege package. Twenty responses were evaluated from each of the groups (Minicollege and selected control group), and there were no significant differences in the performance levels of the two. This was not an unexpected result. Indeed, from the beginning we suspected that the benefits of a program such as the Minicollege probably would not be measurable by traditional academic vehicles. The entire notion of "general education" is still sufficiently vague so as to render efforts to measure it difficult at best.

Fourth, probably the most valid, yet most subjective, evaluation of the Minicollege is to be found in the appraisals of the faculty. One way to make such an evaluation is to compare original goals with actual achievements. Although statements of goals can't anticipate all outcomes of a program and are often excessively broad, it may be instructive to compare the ones the Minicollege faculty prepared in September of 1970 with its self-evaluations compiled in June of 1971.

"The primary goal of the Minicollege," we said in the beginning, "is to create a responsive and varied learning environment for students through the development of a sense of community among faculty and students. This sense of community will be developed and fostered through close faculty-student relationships for the purpose of assisting the student (1) to increase his ability to understand and evaluate his heritage in the humanities, social sciences, and natural sciences; (2) to become more receptive to change through the development of flexible and adaptive attitudes toward society and learning in general; (3) to examine social and human values in order to formulate a personal philosophy of life which will assist him in becoming a more autonomous, spontaneous, confident person, and to help him develop satisfying interpersonal relationships throughout his life."

Our year-end evaluations were personal and subjectively based on unique as well as shared experiences. Without doubt, the area of greatest agreement among us was the fact that our students, more than in traditional classes, reported a substantial growth in self-awareness, self-confidence, re-examination of personal values, and sensitivity to other people. As we have seen, the average of all responses to a questionnaire item asking students to rate their growth in these terms was 8.9 on a scale of 10. Coupled with this is our judgement that to a great extent we created among our students a sense of community in a way that teachers seldom experience in routine classrooms. Our students identified very closely with the Minicollege (and still do); they formed close friendships and became unusually tolerant of divergent personalities and points of view among their fellow students. Many students who became close friends during special interest seminars, field trips, and workshops continue to see each other since the end of the term and to discuss their experiences in the Minicollege. Many are eager to talk to entering Freshmen and to urge them to take the Minicollege. Some feel great nostalgia now that it is over.

There is no question in our minds that the students in this program became intensely involved in the college as an aspect--perhaps the most important aspect--of their lives. We believe that the informal atmosphere we tried to create was a factor here, as was the diversity of curricular activities. Students had a wide range of activities to choose from, and each new activity provided change of pace, discovery of a new instructor and new materials of study, and the chance to meet new and old friends We believe that our attempt at an interdisciplinary approach to education, while limited in its success, did provoke many students to relate actively and spontaneously to the ideas which unfolded from day to day, subject to subject. For many of our students, this was an intensely challenging and rewarding opportunity.

While the primary goal of creating a sense of community among our students was achieved with notable success, there is less evidence that we met the more traditional goals of learning with equally high marks. We are divided in our opinion as to the degree of academic achievement we can lay claim to: some feel it is significantly less than in the college at large, others that it is no worse and no better, some feel our levels of achievement were higher than the regular program. One of the prime reasons for our lack of clear-cut success (or even consensus) is that the problem of standards of evaluation plagued us from the outset. It seemed all too often that we were measuring student work in quantitative rather than qualitative terms: if a student did a project, he often received credit without the remedial instruction which he needed. And since standards for student work were never fixed, expectations of instructors with respect to acceptable levels of achievement were not uniform. As a consequence, many instructors found it difficult to be rigorous in their evaluations. Possibly the credit-no credit system itself, where competition and grades are eliminated, fosters this difficult situation.

Our experience in the Minicollege has not been without its unhappy moments. But it has long been our suspicion that much of the unpleasantness we experienced was what surfaced in the more open atmosphere of the Minicollege. Perhaps we witnessed directly the unhappiness which is allowed to remain latent--but no less real--in the conventional classroom. If so, then we are at least now better equipped to confront these problems because we have experienced them first hand, because we have realized, in a personal way, that conflict cannot be eliminated by simply ignoring it.

The difficulty of agreeing on fixed standards for student performance is part of an overall challenge we faced throughout the two quarters: we had to assert our authority in a relatively free environment. It's not easy; we still hope it's possible. By their very nature, most experimental programs tend to encourage more student involvement and participation in the learning process, thereby lessening the conventional authoritarian role of the teacher. The Minicollege was no exception. The distinction between teacher and student, implying the subsidiary position of the student, tended to become blurred, especially as the months wore on. Feeling that the prosperity of the Minicollege was as much their own doing as the faculty's many--if not most--students increasingly decided they should be the arbiters of what comprised satisfactory performance.

For the faculty the consequences were both distressing and gratifying. We encouraged student independence and originality; now we had to live with it. It was certainly displeasing that too many students decided they need not attend the large morning presentations or even the seminars--unless they felt so inclined. Happily, many (most, in fact) were so inclined, and we at least had the satisfaction of knowing that students were there because they wanted to be. Nevertheless, by the latter half of the first quarter attendance at the large morning presentations moved downward to 60-70% on an average. Though not as numerous, still too many failed to submit written work or special projects on time (or at all). Seminar discussions suffered correspondingly. Too many students became lax in completing reading assignments, with demoralizing effect on both the discussion leader and the conscientious students. Student apathy is not a new phenomenon, of course, but its effects are particularly corrosive in the Minicollege environment. A number of students tried--with some success--to confront those who were apparently uncommitted to the program; but the results were that slightly less than 70% of the students received credit for the first quarter. The second quarter saw a real improvement, overall, with 82% receiving credit. Yet a good number of students still felt it their choice whether or not to attend class or complete assigned work. This problem we were never able to solve satisfactorily. But we realize that any program which attempts to create an environment which gives the student freedom to become a self-learner must expect disappointments along the way. We were testing the possibilities of an essentially non-coercive system, and we had to live with it, both when it pleased us and when it didn't.

Perhaps this general ambiguity stemmed in part from the credit-no credit system (and the attendant absence of precisely defined standards). An additional factor, surely, would be the fact that the faculty members were, indeed, students themselves. The biologist wrestled with problems in drama and philosophy, while to no one's surprise the humanities specialist found rough going in the areas of natural selection and DNA theory. Thus, our program tended to minimize the discipline strength of most instructors; increasingly, the instructor became less the dispenser of knowledge and more the facilitator of learning. We both anticipated and encouraged this condition, but we found it unsettling nevertheless. All of us, however, must recognize that the challenging of the traditional authority evidenced by Minicollege students can be seen as a part of the general questioning of authority by youth all over the country. What does remain an open question for us is whether the Minicollege environment fostered the markedly critical attitudes we observed, or whether, instead, the Minicollege attracted a more dissident or critical student than we would have encountered in the conventional classrooms of our college, even in these turbulent times.

The often distressing aspects of the Minicollege program were overshadowed by its gratifying side. The blurring of student-teacher roles, with a consequent fragmenting of conventional authority, allowed closer and more personal relationships to develop between instructors and their students, as well as between student and student. Students found it pleasing that their teacher genuinely cared for them as

individual persons--a relationship which the system encouraged. This greatly contributed to the sense of community that became increasingly evident in the second quarter. At this point students--not all, of course--tended to realize that they were individually responsible for their own progress as learners. And a once-fragmented form of authority took on a more cohesive quality.

Nonetheless, as already mentioned, persistently lingering among the faculty (and more than a small number of students) was the uneasy feeling that the Minicollege may not have done justice to the intellectual or academic needs toward which the general education curriculum has always been directed. In the forthcoming second round of the Minicollege, we intend to confront in a more assured and searching way the overriding problem of the Minicollege -- that of authority. We have gained confidence, after all, along with our perplexities. We look forward to the second effort.

Composite of typical activities that occurred during two quarters which indicate the variety of instruction, formats and time blocking employed in the Minicollege. (This is not a schedule of any given week.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	GUEST SPEAKER by one of 1. Dr. Bower (Valley Psychiatric Clinic) 2. Dr. Shapiro Prof. of Philosophy	FEATURE FILMS on any one of 1. "Billy Budd" 2. "Oedipus Rex" 3. "Dead Birds" 4. "Father Daniel	SPECIAL INTEREST SEMINARS (conducted at various hours through day) Typical examples: 1. "Earthquakes--Nature's Violence to Man"	LECTURE by any one of: 1. Mr. Sauer on DNA 2. Mr. Dunivin on characteristics	FIELD TRIPS any one of: 1. To Food Machine Corp. factory and Tex's Auto Wrecking yard.
9:00	San Jose State) 3. Dr. Good (Prof. of Theology, Stanford University)	Berrigan: The Holy Outlaw"	2. "The Native American (Indians)" 3. "Fromm's Art of Loving"	of subcultures 3. Mr. Dunn on Light Duality 4. Mrs. Zoffman on Chicano Literature	2. To Oakland Museum (natural history) and Lowie Museum in Berkeley (Physical Anthropology) 3. To Stillwater Cove (over night on ecology)
10:00			4. "Violence" or		4. To theater in San Francisco to see play "One Flew Over the
11:00	SEMINAR DISCUSSIONS on any one of: 1. Hardin, Nature, & Man's Fate 2. Potter, People of Plenty	SEMINAR DISCUSSIONS on any one of: 1. Ibson, Wild Duck 2. Ardrey, African Genesis	VIDEO-TAPE PRESENTATION of "The Andersonville Trial" (for groups of 30 students at various times)	SEMINAR DISCUSSIONS on any one of: 1. Plato, Euthyphyro, Apology, Crito 2. St. Exupery, The Little Prince	Cuckoo's Nest" in conjunction with reading of Kesey's book
12:00	3. Camus, The Stranger 4. Hesse, Siddhartha	3. Benedict, Patterns of Culture 4. Book of Job	or	3. Eisley, Immense Journey 4. Sophocles,	or
		3:00 to 5:00 p.m. Physical Education conducted by Minicollege faculty: volleyball, softball, jogging, etc.	SPECIAL AFTERNOON GUEST SPEAKER such as: Mr. Elwood, Jazz Critic, on American Jazz	Antigone	LAB EXPERIMENTS on: 1. Problem on Process of Natural Selection 2. Crystal Growth as model of Scientific Inquiry or STUDENT ORGANIZED FORUM on: 1. Civil Disobedience 2. Prejudice

De Anza College
of the Foothill Community College District

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THE MINICOLLEGE

Second and Third Years
1971-73

A REPORT BY THE MINICOLLEGE STAFF

ROBERT BROCK, *Language and Literature*
DON BUCK, *History*
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SPRING 1973

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BACKGROUND

The Minicollege came into existence in 1970 as an experiment to search for alternatives to the traditional patterns of meeting the general education requirements for our students. At the present time at De Anza College, there are about 500 different courses being offered in nine different academic divisions. In a period of six quarters, a student will take between 25 and 30 of these courses. In a college of our size, it is unlikely that he will often have the same instructor twice and there is little chance that he will be with the same students again. In their headlong rush to satisfy requirements, "to cover the material," to fit programs into unyielding schedules, and to meet the demands of several teachers, who unknowingly may be working at cross purposes, some students feel a loss of their own humanness.

Aware of the need for a more integrated and personal kind of learning in the General Education Program, De Anza President Robert De Hart, appointed a study committee in the Fall of 1969 to seek alternatives to the present program that were both educationally and economically feasible. The final report of this committee concluded that an experimental program should be initiated here at De Anza College as soon as possible (See A Minicollege for De Anza? An Investigation of the Feasibility of Introducing a New Curriculum Plan and Mode of Instruction at a Community College, January 1970). In February 1970, our Board of Trustees gave its approval to the development of this experimental program which by then had acquired the name of the Minicollege.

Selection of faculty was completed during the spring of 1970. Curriculum planning and faculty training followed during the summer months. Students were recruited throughout the Fall Quarter of 1970, and by the Winter Quarter of 1971 instruction began. It was our hope that we could create an alternative educational program that would be more personal, less fragmented, and would actively involve the students in the learning process.

At the close of the first year, a report entitled "The Minicollege: Work in Progress," was issued. Some changes, including size of student body and staff were made during the next two years. This report is intended to mark the end of "Phase II" of the Minicollege, for at the end of the third year, we no longer consider the Minicollege an experiment but an established alternative program, one that is ready to grow vigorously.

GOALS

The general goals of the Minicollege are identical with the goals of liberal education as it is offered at De Anza College. We consider ourselves to be a program that differs from other programs only in the means that we choose to achieve the goals that are common to all of the college. Further, we do not recognize the validity of the blanket term "regular" or "traditional" program as a description of what is now being offered to the more than 10,000 students who are not in the Minicollege. Rather, we see De Anza college as composed of a rich variety of programs, all differing in the means they choose to achieve our common goals. The means the Minicollege has chosen are not necessarily better than other means, but it is our hope that we are providing an alternative that will increase the range of choices available to students and thus increase the possibilities for freedom and individual satisfaction.

We do two things differently. First, we do not offer classes within the context of the historically defined academic disciplines. Instead we offer integrated studies in the liberal arts and sciences. Second, we provide a structure in which students can be part of a coherent learning community for two full quarters. All their school work, including P.E. can be done within the Minicollege. A rich sense of faculty-student community develops.

As a result of our method, Minicollege students learn to interrelate the various elements of their education and to achieve a high degree of self-acceptance and acceptance of others.

COURSE CREDIT AND TRANSFERABILITY

One of our concerns early in the planning stages was to insure that our students who transfer to four-year institutions would receive credit for our program. Students receive 30 units of ungraded credit (credit/no credit) in areas of general education. For purposes of course transferability we divided the 30 units into six 5 unit courses with credit to be granted in three courses each quarter:

Interdisciplinary Studies 1	Communications	5 units
Interdisciplinary Studies 3	Social Science	5 units
Interdisciplinary Studies 4	Social Science	5 units
Interdisciplinary Studies 7	Humanities	5 units
Interdisciplinary Studies 6	Humanities	5 units
Interdisciplinary Studies 5	Natural Science	5 units

Our transfer experience has been rewarding. Students from the Minicollege have successfully transfered these units to such four-year institutions as Stanford University, Santa Clara University, San Jose State University, University of California at Berkeley and Santa Cruz. We have prepared course and program descriptions based on the structure indicated above and have sent these materials to other institutions when they request further information concerning our program. We know of no cases where these courses have not been accepted.

STUDENT BODY PROFILE

In the recruitment process we hoped to attract a reasonable cross-section of the De Anza student body. In order to assure the cross-section we established the following guidelines:

1. A distribution similar to the De Anza student body considering ACT composite scores and high school grade point average.
2. No more than 60% of either sex.
3. No more than 30% sophomores.
4. An ethnic distribution similar to the general school population.
5. An age-range that would include more mature students as well.

We have been particularly concerned about how to recruit students of lower ability since programs of this type traditionally have been designed for "honor" students or have attracted the more able student. Our brochure describing the program was distributed widely, and it stresses that we are seeking students of varied backgrounds; our application form is simple in order not to discourage the less persistent student.

In the first two years, in spite of having accepted all applicants, we ended up with a cross section of students fairly representative of the De Anza campus as a whole:

1. Based upon ACT composite and high school grade point average (percentage of those for whom we have such information:)

	1971	1972
Top 10% of De Anza	9.7	16.9
Bottom 10% of De Anza	9.1	6.5

Others distributed fairly evenly through the other deciles of the De Anza student body.

2.	1971	1972
Males	57.5	53.5

3.		1971	1972
Sophomores		19.4	22.6
4.		1971	1972
Ethnic Minorities	De Anza Student body	12.3	9.1
	Minicollege Student body (Those we were able to identify)	5.1	7.5
5.		1971	1972
Age range		17-48	16-53
Median Age		18	18.5

STUDENT BODY RECRUITMENT AND SELECTION

The first year recruitment process was carried on primarily by Minicollege faculty. We spoke before English and Guidance classes and held publicity meetings. Two hundred applications were received for the 175 openings,and so all students were admitted to the program. On the first day of class, however, only 158 of the registered students showed up; we added 16 students who wished to join us, making a total of 174 students.

The second year we decided to try a multiple publicity approach: first-year Minicollege students visited senior classes at the high school in June, as well as De Anza Guidance classes in the fall; we held general information meetings during College Hours; we visited a number of classes; we put articles in the school and local newspapers.

Despite our efforts we were only able to attract 133 students instead of the 150 we had planned for. We are not sure why we received more applicants the first year than the second, but there are several factors that may have influenced this. One is that there were a number of students on our campus who were dissatisfied with traditional classes and were looking for a panacea for their discontent; a significant number of these students were searching for a program that would let them do what they wanted when they wanted. These students were quickly disillusioned by the Minicollege when they found that there were expectations (papers to write, books to be read) and a structure. A second factor was that the Minicollege tended to be more lax in recruitment efforts, assuming that the Minicollege was fairly well known and that there would be plenty of applicants.

Our students have also helped us analyze the reasons it has been so difficult to attract students to our program: De Anza students as a whole are very cautious about trying anything new, particularly a program that is labeled "experimental." Some counselors and other faculty members have been

skeptical of the educational value of the Minicollege. A number of misconceptions seem to be circulating among students and parents such as "credit-no-credit" work is non-transferable, and that experimental programs are for "bare-footed hippies." To add to the problem, an occasional student who has transferred somewhere that has not yet heard of the Minicollege has initially had units discounted. In every case so far, however, as soon as our Dean has sent information, the units have been fully reinstated. But in the process the rumor mill is set in motion and our program becomes suspect. Another reason we had some difficulty attracting students the second year occured as a result of some adverse publicity brought about in part due to the frank admission by Minicollege faculty of some of the problems encountered the first year. These problems tended to receive more publicity than the successes.

We approached the recruitment process of 1972-73 with our past experiences in mind. On the application form filled out by our 1972 students, ninety-three percent said they had heard about Minicollege from friends who were in the program. We therefore involved Minicollege alumni very actively in the recruitment process. We also hoped that our position as no longer "experimental," but an accepted alternative for general education, as evidenced by the number of our students who have transferred on with their courses fully accepted, would dispel some of the misconceptions and fears.

As the third year closes, we are confident that we have answers to many of the problems of student recruitment. More students (150) applied for the third year than for the second year (130), and the most common response to our queries about why more students did not sign up has been "we didn't hear about it." The answer seems to be better communication.

FACULTY

The size of the faculty decreased from 8 to 6 from the first year to the second. During the second and third years, faculty size has remained the same.

1970-71	1971-72
1 Social Science (History)	1 Social Science (History)
1 Social Science (Polit. Sci.)	1 Social Science (Polit. Sci.)
2 Language Arts	2 Language Arts
1 Biological Science (Biologist)	1 Biological Science (Biologist)
1 Physical Science (Geologist)	1 Counselor
1 Fine Arts (Art History)	
1 Counselor	
8	6

1972-73

1 History
1 Political Science
2 Language and Literature
1 Chemistry
1 Counselor
6

Three of the first year faculty members returned to teach in their own academic disciplines, and one new faculty member was selected from among Language Arts applicants. The new Language Arts instructor was selected by a committee composed of the Minicollege faculty, two former Minicollege students and the Associate Dean of Instruction (who has served as the liason between the Minicollege and the college administration.) Applicants from the Language Arts division were interviewed during the Spring quarter and the selection followed a productive discussion among committee members. This procedure worked so well that it was repeated in the selection of a new faculty member (Chemistry) to replace the Biology instructor who left the Minicollege at the end of the second year.

Our decision to add one instead of three faculty prior to the second year was a result of our desire to have a smaller student group as we worked out the bugs in our program. Student/faculty communication seemed to be more effective, student participation more active and student identification with the group greater. In addition to the above, facilities problems were eased accordingly as we needed rooms for five discussion seminars rather than seven as during the first year. Now at the end of the third year, we are ready to add faculty and are searching for new structures that will enable us to increase the size of the program.

THE ROLE OF THE COUNSELOR

A unique feature of our program was that it has a counselor as a member of the faculty team. The first year the counselor was assigned full-time as counselor and instructor. The second and third year she carried a full-time counselee load in the regular college and had a liason assignment with the Minicollege. The counselor was active in the recruitment process, interviewing interested students who had questions as to how the Minicollege might fit in to their total academic plans. She was a consultant for instructors in their work with students, was an instructor for several special interest seminars, and participated in the physical education program. She served as a facilitator for several long-term student encounter groups, and worked with some of the students having serious emotional problems. Having a counselor in the program resulted in a coming together of the counseling and teaching functions only rarely experienced in the regular college. That students perceive a counselor as a real asset to the program is evidenced by the high rating they gave to this feature in their evaluation.

ENROLLMENT AND DROP RATE

The problem of students "dropping out" has been, and is, a continuing problem in community colleges. The Minicollege is certainly no exception. In our first year only 65% of our students returned for the second quarter of the program. Although analysis of other two course sequences indicates that this retention rate was greater than most two quarter sequential courses, it was our hope to reduce our dropout rate substantially this year. The figures shown below indicate that we were able to reduce the withdrawals from the program to slightly over 20%.

Enrollment	Winter	Spring	Number of New Students Added Spring Quarter
1970-71	174	116	---
1971-72	133	121	17
1972-73	154	137	13

Our counselor attempted to interview each student that withdrew from the program to determine the reason for his withdrawal. The reasons given ranged from "had to go to work" to "preferred the traditional program". We believe it is of some significance that only 4 of the 29 who did not return in the second quarter of 1971-72 had received credit for the first quarter.

EXPENSE OF THE PROGRAM

Over the three year period the Minicollege has been operating, it has proved to be an economically viable program. The non-recurring expenses came primarily at the beginning of the Minicollege in the form of developmental costs. During 1970-71 the Minicollege was supported by a $20,000 grant from the De Anza President's "Innovation Fund." Of this original $20,000 approximately $15,000 was used for planning and evaluating purposes during 1970-71. About $5,000 was used for operating expenses during the first year 1970-71. (Operating expenses include the costs of operation normally charged to divisions, e.g. secretarial help, film rentals, instructional materials, office supplies, etc..)

The Associated Students of De Anza were most supportive of the Minicollege and awarded an additional $3,000 to defray transportation, field trip, and retreat expenses. During the second year of operation the Associated Students awarded the Minicollege $2,600 for similar purposes. Approximately $1,000 of the second year grant was returned to the Associated Students. For its third year of operation the Minicollege did not request Associated Student funds.

During the second year of operation 1971-72 the Minicollege reduced its operating budget to $3,500. (This figure refers to district funds and does not include Associated Student funds.) This proved to be a realistic figure and the third year of operation 1972-73 is again budgeted at $3,500. An additional $1,800 was granted from district funds to pay for the final evaluation of the Minicollege embodied in this report.

As already indicated the Minicollege faculty is carrying its share of the load. (Refer to "Analysis of Weekly Time and Activity Scheduling in Terms of Student and Teacher Load," page 14.) In terms of teaching load and Weekly Student Contact Hour ratio, the Minicollege has been either at or slightly above the college-wide average for both years of operation. There seems to be no reason why this cannot continue in the future.

PLANNING

Initial development of the Minicollege occurred during the summer of 1970 during a workshop made possible by the allocation of developmental funds from the college administration. The newly selected faculty met for a six week period that included a short encounter group experience, an all day conference with representatives from other schools with cluster college programs, and detailed curriculum planning.

Funds were available only for initial development but not on-going planning. During the second and third years we operated on a normal Divisional budget allocation of $3,500. This lack of on-going, developmental funds restricted planning for the second and third years to faculty spare-time during the Fall Quarters of 1971 and 1972. Preparation for and participation in the weekly fall planning meetings constituted a significant addition to the regular class load of each instructor.

From our experience of the last two years we have concluded that if the Minicollege is to grow, new developmental funds must be found. Our plans for the future are not simply for "more of the same," but for new structures that will enable us to satisfy the requirements not only of General Education but of some liberal arts majors as well.

ADMINISTRATIVE ORGANIZATION

All major decisions are made in the context of what can best be described as "group leadership." We have no Division Chairman. No one of us is designated as standing apart from or above any of the rest of the faculty members. So-called "administrative tasks" become the responsibilities of individual faculty members on the basis of personal preference and capability. To this date our administrative tasks have been adequately accomplished through a combination of individual faculty initiative and group discussion. Naturally, this requires a greater amount of time be spent in faculty meetings than is the case in many other programs. We find that our administrative activities can be accomplished in 3-4 hours of meetings each week.

It is our opinion that group leadership is an integral part of the Minicollege. We are engaged in a personal experiment to determine the validity of the concept of synergy as applied to organizational operations. Abraham Maslow describes synergy as "the state which exists when the institutions of an organization are so arranged that an individual, by attempting to meet his own needs, also meets the needs of the organization." We reject the idea that there is a "management" concern for the operation of the Minicollege that exists separately from the legitimate needs and desires of the people who make up our organization. We have an interdependence of needs that substitutes very nicely for the traditional emphasis on control. As we pursue our individual needs in the context of group understanding, commitment and trust, we have found that a workable and rewarding educational

enterprise can be maintained. Naturally, our "group management skills" can be refined. But our successes in this area have led us to work at "making a good thing better," rather than returning to a more traditional administrative structure.

The administrative strengths of our management approach are secondary, however, to the resulting instructional strengths achieved. Usually, teachers plan and implement their instructional strategies in a relatively isolated setting. Their knowledge of what other teachers do is usually incomplete and their attempts to adopt ideas and techniques from colleagues often frustrated because of distorted understanding or incomplete application. "I tried so-and-so's approach and it just didn't work." How fully did the teacher evaluate and understand his colleagues approach? Were his efforts to adopt this new approach carried on in an environment of complete trust and communication with his fellow teacher? The relative isolation of faculty in their teaching situations also prevents their receiving effective and continuing feedback from their colleagues about their teaching performance. It is easy to discount what other faculty might say about our performance because they see so little of our behavior in the classrom that their perceptions are woefully incomplete.

The group leadership approach we have developed in the Minicollege provides an opportunity to overcome the problems discussed above. Our efforts to develop our skills as teachers are probably more productive if new elements in our change process can be explored and integrated in a situation that fosters full discussion, non-threatening risk taking and honest feedback from associates. We believe that the many hours of Minicollege meetings provided such a setting. To these meetings faculty members brought their hopes, fears and frustrations with the program, with their performance and with their fellow faculty members. Each of us entered the program largely ignorant of what lay in store for us. We built and operated the program through a continuing process of idea-sharing, personality confrontation, bargaining and compromise, mutual support during times of difficulty and imitation of our colleagues'success and avoidance of their failures. Most of the faculty involved in the Minicollege feel that this process has been a valuable professional and personal experience. We are better teachers for having done it and we plan to get better by continuing this group leadership approach.

STUDENT PARTICIPATION IN MINICOLLEGE DECISION-MAKING

It is clear that the beliefs expressed above very quickly raise the question: "What about the students? Did they play an active role in the operation of the Minicollege?" The answer is a qualified yes. We invited students to express their views through representative groups and through votes of the entire student body, but more important, each instructor was involved in a continuous decision-making process with his own group. The nature of the curriculum was pre-determined by the faculty, but the ways in which the groups would function were matters of intense give-and-take among all members of the Minicollege.

The student voice has decided questions concerning re-shuffling discussion group membership at the quarter break, and the format to be followed during the A-group hours. While attempting to provide opportunities for student participation in decision-making it is clear that in many ways the faculty still makes use of the "control" mode of behavior. We have no simple answer to this question beyond the rather trite statement that we try to create synergestic situations with the students whenever the projected outcomes are at all consistent with our standards as professional educators and sensitive human beings. We made what we later came to believe were mistakes. Time was wasted, outcomes were disappointing, student growth imperceptible in some cases. But our experience has been bright enough to keep us moving toward more student participation. We remain committed to the concept of student participation in decision-making whenever we see the <u>possibility</u> for their own growth. The continuing conflict between the faculty's standards and some broader and more personal concept of individual growth continues. All we can do is remain sensitive to the latter concern and recognize that our own professional expectations and standards may not always coincide with the student's desires for himself or necessarily be the only path leading toward the goal of an"educated" person.

CURRICULUM: GENERAL DESCRIPTION

The Minicollege program was essentially an integrated experience in which the student satisfied all the requirements of a two-quarter academic load without having to enroll in a variety of separate courses. Inseparable from the integrated intellectual experience, was the atmosphere of community learning fostered by our exploration of a wide range of academic themes with the same learning group.

In a small discussion group led by one teacher, who might have been from any of several different disciplines, the Minicollege student studied a series of inter-connected sub-themes relating to the over-all theme of "Man and His Culture." The sub-themes were pursued in the following order:

Second Year: 1971-72

Learning in a Group (2 weeks)
The Secular Genesis (5 weeks)
America as a Civilization (4 weeks)
Ecology (3 weeks)
Authority and the Individual: The Problem of Justice (4 weeks)
Love and Violence (4 weeks)

Third Year: 1972-73

Learning in a Group (2 weeks)
Woman as Hero in Literature (2 weeks)
Man: Creature of Culture (3 weeks)
America as a Civilization (2 weeks)
The Problem of Justice (2 weeks)
The Secular Genesis (6 weeks)
Ecology (1 week)
Love and Violence (4 weeks)

For more detailed information on how the sub-themes were presented on a day-by-day basis, refer to Appendix B. Sample pages from the schedules handed out to students will show the nature of the readings and activities in each of the third year's sub-themes. Sample writing and small-group assignments are also included.

CURRICULUM: WEEKLY TIME AND ACTIVITY SCHEDULING - 1972-73 (THIRD YEAR)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	GROUP DISCUSSION	LARGE GROUP PRESENTATION	GROUP DISCUSSION	LARGE GROUP PRESENTATION	GROUP DISCUSSION
10:30					
11:00	GROUP DISCUSSION	GROUP DISCUSSION	GROUP DISCUSSION	GROUP DISCUSSION	GROUP DISCUSSION
12:00					
1:00			WORKSHOPS (STUDENT DIRECTED)		
3:00		PHYSICAL EDUCATION PROGRAM			
5:00					

Every Minicollege student attends:

1. The LARGE GROUP PRESENTATIONS (guest speakers, films, lectures) on Tuesdays and Thursdays at 9:00-10:50 (for all students).....4 hours/wk

2. A GROUP DISCUSSION (on assigned subject matter) on Mon-Wed-Fri at 9:00-10:20 or 10:30-11:50, depending upon which discussion group the student has been assigned. Each discussion group consists of about 15 students. . . . . .4 1/2 hrs/wk

3. A GROUP DISCUSSION (on films, communication exercises, or student determined topics) on Tuesdays and Thursdays at 11:00-11:50. These discussion groups are larger, each consisting of two M-W-F discussion groups (or about 30 students). . . . . .2 hrs/wk

4. A WORKSHOP (on student directed projects) on Wednesday at 1:00-2:50 The workshops will vary in size from 15 to 30 students . . . .2 hrs/wk

5. The LEARNING CENTER LISTENING ROOM OR FILM-VIEWING ROOM (to listen to assigned audio-tapes or to view assigned films and video-tapes) on an average of two hours per week (during non-scheduled class time). . . . . .2 hrs/wk

6. An occasional FIELD TRIP (such as a weekend ecology trip, an evening drama performance in San Francisco, and other off-campus activities) in groups of varying sizes.

7. The P.E. PROGRAM (volleyball, football, softball, jogging) conducted by the Minicollege faculty on Tuesdays at 3:00. This program is open to Minicollege students desiring P.E. credit.

8. A STUDENT PLANNED LEARNING EXPERIENCE of 3-4 days at the end of the winter quarter.

9. A RETREAT of 2 days at the end of the spring quarter.

CURRICULUM: ANALYSIS OF WEEKLY TIME AND ACTIVITY SCHEDULING IN TERMS OF STUDENT AND TEACHER LOAD

Activity	Teacher Hours	Student Hours	Contact Hours*
1. LARGE PRESENTATIONS	4	4	120
2. SEMINAR DISCUSSIONS	9	4.5	135
3. STUDENT DISCUSSIONS	2	2	60
4. WORKSHOPS	2	2	60
5. AUDIO-TAPES, VIDEO-TAPES, FILMS IN LEARNING CENTER	-	3	90
6. FIELD TRIPS	3	3	90
7. RETREAT	2	2	60
8. PHYSICAL EDUCATION	1.5	1.5	45
	23.5	22	660

*Contact Hours are based on a ratio of 1 faculty member per 30 students. The 660 Weekly Student Contact Hours figure is based on a full enrollment of 150 students with 5 teaching faculty. Because enrollment fell below the optimum of 150 students during the 1972-73 year (to an average of 140 students per quarter) the Weekly Student Contact Hour figure actually averaged out at 616 per quarter.

CURRICULUM: KINDS OF LEARNING GROUPS

First Two Weeks

In its first year, the Minicollege plunged into the academic curriculum on the first day of the first quarter. It was hoped that both faculty and students could experience a kind of "on the job" training in techniques of group maintenance and in the development of the new kinds of personal relationships that are needed in a close-knit learning community that relies for its success on self-regulation rather than authoritarian sanctions.

But the Minicollege structure is too different from traditional forms of education for this kind of casual orientation. Students were not entirely ready to collaborate with the faculty in evolving standards of group and individual behavior, and as a result the faculty and many students were disappointed by those who lacked the self-regulation to make a consistent contribution to the learning group.

As a result, it was decided to construct an entirely new kind of curriculum for the first two weeks. Its sole objective would be to help each student to become more aware of his role as an active, responsible member of a learning group. Standards of personal and group behavior, the expectations of the teacher (who was a member of the group) were all seen under the aspect of group maintenance. And it was hoped that as students became more sure of their roles within the group some of the energies previously devoted to criticism and the resistance of authority could be freed to accomplish some substantial learning.

The point of the FTW, then, was to establish the 4 different kinds of Minicollege learning groups: Large Group, A-Group, D-Group, and S-Group, and to engage in the kinds of group activities that would best help students to discover and practice their roles within these groups.

See Appendix A for a schedule of the activities during the First Two Weeks of the 1972-73 year.

Characteristics of the Different Kinds of Groups

The Large Group

The purpose and style of the Large Group has remained about the same from year to year. It is a gathering of the whole Minicollege in a large lecture hall for activities such as films, guest speakers, panel presentations, lectures, and the like. The need for such a large forum-type group remains constant, but outside of rather conventional large-group activities, we have not explored any new ways of using the large group.

A-Group

Each faculty member leads one A-Group. The selection of the students for these groups was made by the Minicollege Secretary. Using the information on the application blanks, she attempted to balance the groups so that each had approximately the same proportion of men, women, older students, and members of ethnic minorities. We have not been able to decide whether this "balancing" is absolutely necessary, but we will continue to balance our A-Groups, since it avoids the chance of an all-male, all-female, or all WASP group.

During the first year the A-Group was the basic discussion group, meeting for 2-hour discussions three times a week. But this system proved to have two serious defects. First, since the Minicollege discussion group becomes the student's only academic "family" for the entire quarter, the personal relationships within the group are very important to the students. Furthermore, since the students experience membership in a kind of round-the-clock learning community on both the discussion and large group levels, they naturally feel more intensely concerned about the emotional well-being of their community than students enrolled in fifty-minute, three-times-a-week classes. Personal relationships and community concerns need to be discussed, but the A-Group discussion meetings were set up during the first year to cover only the "academic material." It would be expected that academic subject matter would often compete with inter-personal concerns. And this clash was always to the disadvantage of the academic material. Students (especially the more motivated) as well as teachers were disappointed by this, and so we decided to set aside two hours a week that would be completely open to whatever topics the students wished to raise and would be totally student-directed. (See "Group Discussion, 11-1, on the "Weekly Time and Activity Scheduling" chart.)

The second defect of the 2-hour A-Group discussion group was that it was too large and too long. So we decided to break the basic discussion group down into 2 groups of 14-15 and to limit it to 1 1/2 hour meetings three times a week.

The success of the two 1-hour A-Group meetings was very limited. The whole group of 28 was expected to attend and to somehow voice their concerns so as to get this need out of their systems, thus ensuring greater purity to the academic discussions. But the students did not know how to go about this, and the Tuesday, Thursday noon A-Group meetings soon became confusing and disheartening to many students. It became clear that if we wanted students to have regular discussions about inter-personal and community concerns, the faculty would have to plan and lead these discussions.

Our solution to the failure of purely student-directed discussions is a kind of compromise. During the third year we have scheduled the A-Group meetings from 11 to 12, on Tuesdays and Thursdays, immediately after the large-group activities. Thus, the discussions have had some academic focus if it seemed appropriate. Students were able to talk about the films and guest speakers. Emotional reactions to these experiences were valuable contributions to the discussions, and it was legitimate for the discussions to veer off community and inter-personal concerns. Since the whole A-Group was to be present at these meetings, the group was also able to plan future activities for the whole group, take votes, polls, sign petitions, and in general enable the teacher to hear what the group was feeling.

The smaller discussion groups, meeting 1 1/2 hours three times a week, turned out to be a considerable improvement over the first year, and we retained this form of the discussion group during 1972-73.

D-Groups

Breaking the basic discussion group of 30 into two smaller groups of 15 was the most productive change in group structures from the first to the second year.

Emphasis on techniques of active listening, group problem solving, and role-playing during the first two weeks motivated students to consider the Monday, Wednesday, Friday discussion meetings as something more than "class periods." Students and faculty came to see their groups as living, growing social units; there was more at stake than the transmitting of academic material. Among themselves, the faculty discussed the psychological health of their groups on an almost daily basis. Those students who had learned the lessons of the first two weeks most deeply were alert to problems in the functioning of the group, and met informally with their teachers to discuss and plan ways to keep the group interact more honestly and effectively.

The content of the D-Group meetings was most often the books and films that made up the majority of the curriculum. The main activity was a discussion of 1 1/2 hours, in which the teacher-facilitator attempted to involve as many students as possible.

The most common form of student preparation for the discussion groups was the short paper, designed to be read aloud during the course of the discussion. The papers had little relevance if handed in late, since their purpose was to structure the "live" discussion. Effort, originality, and personal insight were the standards set, rather than technical writing proficiency. Thus, students could read their papers without fear of being revealed as poor writers. Initiated during the second year (1971-72), the short paper technique proved so successful that it was repeated and expanded in the third year (1972-73).

Sometimes, the D-Groups were broken down into small groups for special projects. Examples: a debate on the value of genetic engineering, with one group taking pro and the other con. Or small group work on problem sets in some area of natural science.

Problems in the D-Group Meetings. The discussions were often at the personal level, and this was mostly good. But occasionally, the group would get involved in personal confrontations that crowded out the planned subject matter. When we planned the third year, therefore, we scheduled a number of D-Group meetings under the heading of "Flexible Scheduling." This meant that nothing was supposed to be officially planned for this time and that the instructor and his groups were free to satisfy any special group needs, whether emotional or academic. In practice, however, we fell into the habit of using the "flexible scheduling" for extra curriculum flourishes, and as the third year draws to a close we are determined to be more careful about maintaining the integrity of these periods.

On the whole, students came to see the D-Group meetings as the heart of their Minicollege experience. It was there that they formed the strongest bonds with other students and dealt with the academic subject matter in the most intimate way.

S-Group

During the first two weeks of the Winter Quarter, students were assigned to permanent small groups of six or seven. Along with the formation of the D-Groups, this represented a significant change from the group structures of the first year. Each instructor was responsible for 4 small groups, 2 in each D-Group. Many of the activities of the first two weeks were designed to help students learn how to work in their small groups. As a final project at the end of the two weeks, each group had to videotape a five to ten minute commentary or interpretation of a short piece of literature.

At the end of the second year, students and faculty thought that the small groups were very valuable and should be used more throughout the two quarters. During the third year, therefore, we tried to include more opportunities for the small groups to work together.

CURRICULUM: ACTIVITIES OUTSIDE OF REGULAR LEARNING GROUPS

Special Interest Seminars

The regular program is suspended twice each quarter for a period of two to three days, and individual faculty members offer special interest seminars on topics related to the sub-themes. Seminars are posted on the bulletin board, and students sign up.

The format of the special interest seminars has remained the same since the first year of the Minicollege.

Seminars offered during the third year (1972-73) were as follows:

THE ADJUSTED AMERICAN (Putney and Putney)
DIBS IN SEARCH OF SELF (Axline)
ONE DAY IN THE LIFE OF IVAN DENISOVICH (Solzhenitsyn)
MAN THE MANIPULATOR (Shostrom)
THE NAKED APE (Morris)
MR. BLUE (Connolly)
I KNOW WHY THE CAGED BIRD SINGS (Angelou)
A DEATH IN THE SANCHEZ FAMILY (Lewis)
RABBIT RUN (Updike)
BLACK ELK SPEAKS (ed. Neihardt)

Selected readings on cross cultural comparison of female and male roles.
THE FOREST PEOPLE (Turnbull)
Selected readings on the crisis of world energy reserves.
Selected readings on economic and social growth in the U.S.
THE MOUNTAINS OF CALIFORNIA (Muir)
CLOSING CIRCLE (Commoner)
INHERIT THE WIND (Lawrence and Lee)
OPEN MARRIAGE (Nena and George O'Neill)
THE COURAGE TO BE (Tillich)
PAIRING (Bach and Deutsch)
ONE FLEW OVER THE CUCKOO'S NEST (Kesey)
MAN'S SEARCH FOR MEANING (Frankl)

Each student had an opportunity to participate in four of the above seminars during the two quarters of his Minicollege experience. Students and faculty agree that they are one of the most valuable parts of the Minicollege program.

Wednesday Afternoon Workshops

During the second year, a new feature of the Minicollege was the Wednesday afternoon workshops. During 1971-72, the workshops were used mostly for special tutorial work, discussion of examinations, and other special problems. They were optional, and very few students attended.

During 1972-73, students were required to sign up for workshops at the beginning of each quarter, and the content of the workshops was changed. After a poll of student preferences, the faculty proposed some special subjects, ranging from backpacking to poetry writing. Once they had signed up, students were asked to remain with their interest groups, and to meet once a week on a continuing project.

A partial listing of the groups:
Backpacking, theory and practice
Organic gardening
Continuing Conversations (further discussion of the regular academic material)
Poetry writing
Theatergoing
Creative Cooking
Culture of the American Indian
Automotive repair

The purpose of the workshops during the third year was to give the students a wide range of choices outside their regular groups. This has been only partially successful, with something less than full student participation. Continuous and energetic faculty involvement seems necessary in order to keep all students involved. Where students were on their own, the workshops tended to peter out.

PROGRAM EVALUATION

The evaluation of an experimental program in general education, such as the Minicollege, is fraught with difficulties and paradoxes. On the one hand 150 students and 6 faculty members devoted six months of their lives to the venture, the program is different enough from traditional general education classes to make it suspect among some members of our college community, and constant reassessment is necessary for improvement of any class or educational program. On the other hand, the long standing inability of educators, including the Minicollege faculty, to agree on specific measurable objectives for general education makes any judgement of the success or failure of such a program very subjective.

Keeping the limitations of our evaluative system in mind, the faculty determined that evaluation was necessary and that it would proceed along three fronts. Students would be asked to evaluate the program in some formal manner. The Office of Institutional Research here on the De Anza campus agreed to conduct an independent study and finally the faculty would add its own evaluation.

I. The Student Evaluation

The student evaluation took the form of an individual questionnaire originally designed by the students during the first year and modified in 1972-73 to remain current with changes in the program. Each student was asked to rate on a scale of 1 (poor) to 10 (outstanding) various aspects of the program. A summary of these ratings for the three years of the Minicollege is shown below. It is important to note that the questionnaire was completed at the end of the second quarter and is biased to the extent that it includes the evaluation of only those students who completed the program.

		1971	1972	1973
1.	Special Projects/Workshops	6.8	7.0	7.0
2.	Special Interest Seminars	8.0	9.4	8.3
3.	Reading Assignments (Quality)	7.7	8.0	7.9
4.	Work Load	7.5	7.9	7.9
5.	Writing Assignments	5.7	7.0	7.2
6.	Guest Speakers	9.1	8.0	7.9
7.	Seminars (Effectiveness)	7.2	7.9	8.0
8.	Value of Films	8.3	8.4	8.5
9.	Encounter Type Activities	5.9	8.0	8.5
10.	Degree of Freedom in Minicollege	7.3	8.0	8.4
11.	Value of A-group Meeting	---	5.0	8.0
12.	P. E. Program	7.3	8.[illegible]	7.5
13.	Initial Publicity of Program	5.1	5.7	6.5
14.	Student Personal Growth	8.9	8.9	8.2
15.	Value of Counselor	6.8	8.4	8.0

A few comments on these statistics will be useful. The marked increase shown in the value of the counselor can be attributed to improving the wording of the questionnaire rather than any significant change in the counselor's role in the Minicollege.

The increase in the value students saw in the encounter type activities is significant because it reflects our effort to increase activities where communications skills and group acceptance were enhanced. The whole content of the first two weeks of the Winter Quarter was communications-oriented. Also, the smaller D-Groups, the open A-Group meetings, and a weekly encounter group facilitated by our counselor all helped to create an atmosphere of personal openness.

It was of particular interest to the faculty that the students increased the rating of freedom in the Minicollege from 7.3 in 1971 to 8.4 in 1973. This student perception of increased freedom and flexibility is interesting in light of the fact that no significant program changes were instituted that might be considered to have increased the "freedom" that students enjoyed. If anything, the movement was slightly in the direction of more structure and tightened requirements. Why then did the students perceive greater freedom and flexibility the second year of Minicollege as compared to the first year?

One hypothesis is that the character of the student body was different the second year. The first year group might have possessed a higher ideal of freedom and their experience left them relatively disenchanted. The second year group may have entertained a lower level of idealism and experienced a greater degree of freedom than they desired or expected. We lack convincing evidence on this point.

Another hypothesis has to do with the faculty members themselves. Being more unsure of our own roles during the first year we tended to adopt a laissez-faire attitude toward most aspects of student performance. Not wanting to stifle our creation at its inception, we adopted a rather passive stance. When student performance proved unacceptable in some ways a reaction set in and the faculty tended to tighten up on the students rather unexpectedly thus causing confusion and disenchantment on the part of many students. Thus their relatively low evaluation of the "freedom" element of the program. It seems clear that in the second year the faculty avoided this problem by anticipating the dangers of "drift" at first and reaction later. Our expectations and the limits of the program were made more explicit and enforced with a greater degree of faculty confidence from the very beginning. Students understood the limits and went ahead more confidently to exploit the real opportunities for freedom that remain a part of our program. Their experiences in this setting were much more positive and the products of their self directed learning more rewarding. Thus, the steady rise in the "freedom" evaluation.

It appears students feel more freedom in an atmosphere in which they know what the limits are from the beginning than in one where the day by day problems cause new limits to be imposed from time to time.

II. The Study Prepared by the Office of Institutional Research on Campus

The study attempted to answer the following questions:

> We asked our students to take an attitude survey, prepared by the Institutional Research Office on campus, upon entry into the program and again late in the second quarter. Three primary questions were investigated:
>
> a. Are there significant attitude changes resulting from the program?
>
> b. Do the students who join a program such as the Minicollege have attitudes when they enter that would set them apart from students in general?
>
> c. What way, if any, do the students who finished both quarters differ from those who dropped out?

The results of this study are included in Appendix C. The conclusions drawn were those of the Office of Institutional Research.

III. Summary of Faculty Evaluation

At the end of the first year of the Minicollege program, we agreed that the experiment was most successful in the area of interpersonal relationships. The students themselves, in written evaluations, "reported a substantial growth in self-awareness, self-confidence, re-examination of personal values, and sensitivity to other people." As the third year draws to a close, we are even more confident of our success in this area. It is difficult to collect "hard data"; nevertheless, the evidence is there. The students identify closely with the Minicollege, many expressing the desire that the program continue beyond the two quarters. Many friendships have formed, and students have made numerous attempts to ensure that they maintain these relationships beyond the academic year. At a retreat held at the end of 1971-72, students in each of the five A-groups were required to read a paper which related to the theme of "Love and Violence," the focus for the last month of the program. For most of the students, these papers were important, both because they involved abstract and complicated ideas and because they invited the writer to invest some of his own values. What surprised us was that many of the students wanted to read their papers to some of the other of the five groups. They were, in fact, interested in each other's ideas, not simply in a teacher's grade and evaluation. This sense of "community," that is, a sense of tolerance for and empathy with the other people in the group, was one of our main objectives. There is no doubt in our minds that the Minicollege achieved this objective well enough the first time and even better the second and the third.

In our first year report we were far less sanguine about the success of the academic program. We said, "While the primary goal of creating a sense of community among our students was achieved with notable success, there is less evidence that we met the more traditional goals of learning with the equally high marks." Our feelings as the third year draws to a close are far more positive, first of all because we see considerably more dedication in our students; and secondly, because our initial definition of "traditional goals" was probably much too narrow. There are many ways to measure the success of an academic program. As we all know, many are beginning to question the prevalent methods of testing and evaluating. Do we stress those achievements which are most easily tested at the expense of more important but more elusive goals? When we wrote the first year that some of us felt that the academic achievement of our students was "significantly less than in the college at large," it may well have been because we were insisting on this narrow view of "success." Can our students recognize names, solve problems, or define terms as successfully as their counterparts at De Anza? We really don't know. But if the concept of academic achievement be broadened to include enthusiasm (groups of Mini-college students are often seen continuing a discussion from a seminar ended hours earlier); spontaneity; ability to synthesize seemingly unrelated subjects; openmindedness; ability and willingness to relate personal values to subject matter--then we feel that our students have achieved a very respectable level of academic success. Evidently the students feel this way about themselves, and they are the severest critics of all.

As to the reasons for the markedly higher degree of student dedication observable during the last two years, we can only speculate. The difference is real enough. As we stressed in our "Work in Progress" report, the overriding problem we faced the first year was that of authority. In an essentially non-coercive system, how could we bring students to do what they would have otherwise been forced to do: attend class, do written assignments, prepare for seminars, and so on? The situation was as new for us as it was for the students. The result, we suspect, is that our uncertainty as to what demands we could legitimately make, even in an unstructured environment, what limits we could set without damaging student initiative, created a void which a good number of vocal and rather uncooperative students were quite willing to fill. A lot of energy was dissipated in this struggle. The second year found us ready. We set reasonable limits and insisted on them. To our happy surprise, our resolve was met with good feeling rather than resentment. The "problem of authority" receded into the background as we displayed a willingness to use that authority judiciously. The drop out and no credit figures are revealing.

We have relied on our authority as teachers as little as possible, however. What we are looking for, instead, is a feeling of mutual responsibility among students. We want standards, but we hope that they will be internalized, the product of students' sense of committment to the subject matter and to each other rather than to us. As we have pointed out earlier, to this end, we devoted the first two weeks of the curriculum to developing an awareness of responsibility to the other students in the seminar, to a

realization that the other student is an ally, not a competitor. In the small group the students began to learn that they could accomplish a good deal more, and more pleasantly, if they assisted each other. This was the tone we tried to establish early in the program. We see this as a major factor in the improved morale of the second and third years.

Finally, it seems that in the second and third years, we have attracted a more homogeneous student population than that of the first year. Whether it can be attributed to changes in the political climate, to the job we did of advertising the program before a second and third year, or whatever, the angry students never reached the degree of influence seen in the first year. We encouraged student participation and responsibility but it remained essentially positive. This encouraged us to allow the students to make major decisions--through democratic vote--and the discussions were lively, open, responsible.

This sets the stage for the coming year. We seem comfortable enough with the fact that we can--and must--assert our authority. The problem for us now is to understand how to more successfully include the students in the decision-making process, to encourage them to assume greater responsibility for their own education.

APPENDIX A

FIRST TWO WEEKS: SCHEDULE AND SELECTED ASSIGNMENTS

Topic: Learning in Groups January 2 - 5, 1973

Tuesday:	9:00	Flint Center Main Hall
	10:00	A-groups meet, Flint Center Stairwells Pass out packet including schedule and readings
	11:00	"That's Me" interviews
Wednesday:	9:00	Flint Center, Stairwells #1 D groups meet for "That's Me" readings #2 D groups meet in S-groups for Video planning
	10:30	Flint Center Stairwells #1 D groups meet in S groups for Video planning #2 D groups meet for "That's Me" readings
	12:00	Lunch break
	1:00	Flint Center Stairwells Meet in S groups to complete Lost on the Moon exercise
	2:45	A groups meet to discuss Lost on Moon results
Thursday:	9:00	#1 D groups meet in Flint Stairwells for Active Listening Exercise. #2 D groups meet in S groups in Flint Center Stairwells for Video planning
	10:30	#1 D groups meet in S groups in Flint Center Stairwells for Video planning #2 D groups meet in Flint Center Stairwells for Active Listening Exercise
Friday:	9:00	Flint Center Stairwells S Groups meet to perform Space Tower Exercise

Topic: Learning in Groups January 8 - 12, 1973

Monday:	9:00	#1 D Groups meet in Seminar Rooms for Group Process Exercise #2 D Groups meet in Flint Stairwells for Video planning
	10:30	#1 D groups meet in Flint Stairwells for Video planning #2 D Groups meet in Seminar Rooms for Group Process Exercise
Tuesday:	9:00	#1 D Groups meet in Flint Stairwells for Exercise in Problem Solving #2 D Groups meet in Flint Stairwells for Video planning
	10:30	#1 D Groups meet in Flint Stairwells for Video planning #2 D Groups meet in Flint Stairwells for Exercise in Problem Solving
	3:00	Physical Education meeting, Volleyball Court

Wednesday:

9:00 #1 D Groups meet in Seminar Rooms for discussion of Gordon, "The Risks in Effective Communication" and Rogers, "The Characteristics of a Helping Relationship", and "What It Takes to Help Another Grow"
#2 D Groups meet in Flint Stairwells for final Video planning.

10:30 #1 D Groups meet in Flint Stairwells for final Video planning.
#2 D Groups meet in Seminar Rooms for discussion of the above named articles.

1:00 Seminar Building Rooms: Initial meetings for student directed workshops.

Thursday: 9:00-2:00 Library 12 North Video Studio
S-Groups video tape projects according to the following schedule:

9:00	Brock	S-Group 1A
9:15	"	1B
9:30	"	2A
9:45	"	2B
10:00	Edwards	S-Group 1A
10:15	"	1B
10:30	"	2A
10:45	"	2B
11:00	Luotto	S-Group 1A
11:15	"	1B
11:30	"	2A
11:45	"	2B
12:00	MacDonald	S-Group 1A
12:15	"	1B
12:30	"	2A
12:45	"	2B
1:00	Buck	S-Group 1A
1:15	"	1B
1:30	"	2A
1:45	"	2B

Friday:

9:00 Library 12 North. Brock's A-Group meets to view playbacks of its 4 S-Group projects.

10:00 Edward's A-Group views playbacks and conducts evaluation.

11:00 Luotto's A-Group. See above.

12:00 MacDonald's A-Group. See above.

1:00 Buck's A-Group. See above.

5:00 (or before) Hand in the written project, "Arriving at Conclusions about Learning in Groups," at the Minicollege Office in the Seminar Building.

ARRIVING AT CONCLUSIONS ABOUT LEARNING IN GROUPS

During the next two weeks we will be participating in a variety of experiences that are intended to get a 2-quarter (and hopefully life-long) discussion started in our heads about the nature of learning in general, and specifically about the nature of learning in groups.

"School" and "college" are familiar terms. Defining them might seem boring, especially when one sees that the dictionary uses the word "institution" in defining them. But when one looks at the original meaning of each word, it gets more exciting--and frustrating. "Schole" is a Greek word for "leisure employed in learning," and "collegium" roughly translated is the Latin for "a gathering together." Leisure? Gathering together? Sounds like a party where nobody does anything. So what's the alternative? A meeting held at specified hours so that everyone can more efficiently be told what to do with his free time? That doesn't seem right either. So the question" What do we do with this "leisure employed in learning"? What is learning? Have we done any of it in the past? Do we know how we're going to do it in the future? And what is this "gathering together" for? Efficiency? Fun? What kind of efficiency; and what kind of fun?

We'll be using all our experiences in the first two weeks as evidence or raw material for arriving at tentative answers to two questions:
(1) What is learning? (2) How should we use the "gathering together" of people to bring about learning? (3) What are we willing to do about what we find out?

1. Learning. What standards of effective and ineffective ways to learn can we arrive at? What can be said that applies to personal learning? learning in small groups? learning in large groups? Are there any standards that apply to all those involved in learning? Or are such standards purely personal?

To what degree are we willing to follow the standards that we discover for ourselves?

2. The Group. What does a learning group--a "gathering together"--have to do in order for each member of the group to learn as much as he/she can? Are there wrong ways to use learning groups? Are there better ways? What standards (or ground rules) should the group follow?

3. Action. As individuals. To what degree are we willing to follow the standards that we discover for ourselves?
As a group. And if our group arrives at some agreement about either personal or group standards, to what degree are we willing to abide by these ground rules?

The answers to these questions should be ones we can be committed to. They won't be the same for everyone, but if we can't agree on the answers, we should be willing to talk seriously and honestly to each other for as long as it takes to understand how we can work together as a "gathering together of learners."

THE WRITTEN PROJECT

Hand this in at the Minicollege office in the Seminar Building by 5 P.M. on the last day of the second week (Friday, January 12).

1) Add questions of your own to the ones stated above about "learning" and "the group".
2) Make notes on ways in which each day's experiences (films, tapes, readings, group projects, writing assignments, etc.) provide data for arriving at an answer to the questions above and your own questions.
3) Towards the end of the second week write 3 or 4 typed pages in which you organize tentative answers and arrive at some conclusions. These pages will be the beginning of a continuing process that should lead to some pretty clear ideas about learning that you can commit yourself to. The form of this paper is up to you: formal essay, scientific "report", dialogue with yourself, written meditations, whatever.

"THAT'S ME!"

A short informal piece of writing revealing what you've learned about another person whom you have just gotten to know.

You will have an opportunity to get acquainted with at least one of the members of your discussion group whom you have not known. How much can you remember about this person? Take a sheet of paper and jot down a "personality sketch" of your partner (or two partners, if you were in a group of three)... Don't write more than a page. Say only what you think is really important.

Bring this sketch with you tomorrow to your discussion group. The discussion leader of your group will read each sketch aloud until the person being described feels he/she can say, "That's me!" In other words, your sketch will be a kind of mirror of your partner and you will get a chance to see how good a mirror you have constructed and how soon your partner is able to recognize him/her self in it.

Don't sign your name to your sketch. Nobody but you and your partner or partners will know that the sketch being read is yours. You may learn something about yourself, and if we keep it informal it can be a lot of fun.

BUT THERE'S A CATCH

Just to see how much of the "inner" or "real" person you have come in contact with, leave all of the following information until the last sentence or two:

> Sexual identity. Don't mention the sex of your partner. Say "my partner" or "heshe" or "shehe", or better yet put the whole thing in the second person. Start like this: "You are a freshman at De Anza, and you....."
>
> Skin color that is the result of ethnic background, etc.
>
> Hair style or presence of beard, mustache, etc.
>
> Specific items of clothing.
>
> Any information that would go on a driver's license or job/school application form. For instance, name, date and place of birth, make of car, exact size of income, height, weight, names of any family members, etc.

See if your partner can say "That's me" on the basis of information other than the kind on the above list.

S-GROUP VIDEO PROJECT

"The Bride of Frankenstein"

On Thursday, January 11, each S-group will be allotted a 15 minute time period in Library 12 North for videotaping a dramatic or audio/visual project of not more than 10 minutes, and on the following day, each A-group (the 30 or so students assigned to each faculty member) will meet for an hour in Library 12 North to watch the playbacks of its four S-groups projects. Some "official" time during the first two weeks will be set aside for the S-groups to work on their projects, but each S-group will have the responsibility for organizing itself and deciding on times and places for getting its project ready for taping on Thursday.

This project is intended as an opportunity for the S-group to get itself together by working on an extended task that involves long-term planning, division of labor, creativity, physical participation and an element of the unknown. Individual talents should be acknowledged and used; individuals will be responsible to the group; and the group as a whole will be responsible for the finished product.

THE PROJECT

Use "The Bride of Frankenstein" as the raw data for a creative project that can be videotaped in no more than 10 minutes. The poem is a starting point only. You need not be tied to some hypothetically "correct" interpretation. Get what you can from the poem and take off from there. Your project can be either silent or with sound, but no color--black and white facilities only.

Suggestions:

A. Write a short play dramatizing some aspect of the poem. Have actors, costumes, a director, "set designers", sound effects man/woman. Each "actor" could write a short "autobiography of the character he/she is playing--and then collaborate with the others on the "lines" he wants to say during the playlet. There could be a narrator, live music, any number of things. But it has to take place in 10 minutes or less. The "setting" has to be put up in 2 or 3 minutes, perhaps a butcher paper backdrop--or perhaps nothing. "Music" will have to be on a portable tape recorder or turntable. Quick set-up and tear down.

B. Pantomime
C. Shadow-play
D. Puppet show (muppet show?)
E. Choral chant - Stylized ritual drama
F. Dance
G. Morality play, with allegorical characters
H. Serious satire
I. Etc.

Summary: Use "The Bride of Frankenstein" as the raw material for an audio/visual project of not more than 10 minutes suitable for videotaping. Surprise us with the originality of your project. Work together. Stick together.

APPENDIX B

SAMPLE SCHEDULES AND ASSIGNMENTS, WINTER AND SPRING, 1973

Fourth Week of the Minicollege January 22 - 26, 1973

Sub-Theme: Woman as Hero in Literature

Monday: Discussion of Ibsen, "A Doll's House", pp. 1 - 68 in FOUR GREAT PLAYS BY IBSEN. Also read "Introduction", p. vii-xiv.

Tuesday: Dramatic reading in S-32 of Luce, "A Doll's House 1970" by Donald Fraser (Dean of Instruction) and Helen Yuill (Speech Instructor)
Be sure you have read Luce, "A Doll's House 1970" (handout) prior to the dramatic reading.

A-Group Discussion: Discussion of the dramatic reading of Luce's version of "A Doll's House"

Wednesday: Flexible Scheduling

Thursday: Film in S-32 "A Doll's House" Part I and II: 60 minutes.

A-Group Discussion of the film and the ACT performance of "A Doll's House"

Friday: Discussion of Gaines, THE AUTOBIOGRAPHY OF MISS JANE PITTMAN
By the beginning of class discussion have completed the short writing assignment.

FIELD TRIP: Arrangements have been made for the Minicollege to attend two evening performances by the American Conservatory Theater of Ibsen's "A Doll's House". Please sign up for the performance you would prefer. The list is posted on the Minicollege Bulletin Board. Time: 8:30 P.M., Tuesday and Wednesday, January 23 and 24. Place: Geary Theater, San Francisco (415 Geary St.). Cost: $3.00/ticket (pay Minicollege secretary, Marilyn Anderson) Transportation: One bus each evening will be provided for those needing transportation. Please sign up if you want a ride. (About 40 seats available each night.)

SCHEDULED FILMS/TAPES/VIDEO-TAPES: The students who are not able to attend the ACT performance of "A Doll's House" are required to listen to the audio-tape: Ibsen, "A Doll's House" (TD158: 2 hrs.). This tape is recommended for those students who may gain a greater understanding by listening to a play as well as reading it.

WRITING ASSIGNMENTS

Friday: January 19: Role-Playing a Character from Sophocles' Antigone

Write a paper in which you pretend you are one of the characters in Sophocles' play Antigone. In this paper your character makes a statement about his/her attitude towards the central issues in the play. Probe as deeply as you can into the motivations, feelings, beliefs and attitudes of your character.

This is meant to be an "I" paper. ("I am Antigone and I believe that.... feel that.....") If you wish, you could make the paper look like a couple of pages from your character's diary. This is the kind of paper that an actor or actress might write in preparation for playing his or her character on stage.

Be prepared to read your paper aloud to the other members of your discussion group.

Length of paper: About two pages (approximately 500 words).

Date due: At the beginning of class discussion on Friday.

Friday, January 26: Role-Playing a Character from Gaines' The Autobiography of Miss Jane Pittman

Write a paper in which you pretend you are one of the characters in Gaines' novel, The Autobiography of Miss Jane Pittman. In this paper your character makes a statement about his/her attitude towards the central issues in the novel. Probe as deeply as you can into the motivations, feelings, beliefs and attitudes of your character. Again, this is meant to be an "I" paper.

Be prepared to read your paper aloud to the other members of your discussion group.

Length of paper: About two pages (approximately 500 words).

Date due: At the beginning of class discussion on Friday.

Fifth Week of the Minicollege January 29 - February 2

Sub-Theme: Man: Creature of Culture

Monday: Discussion of Boulding, "The Image" (handout)
Writing exercise on "The Image" due by beginning of discussion.

Tuesday: Guest Speaker: Michael Sullivan, Anthropologist,
"Cultural Buffers"

A-Group discussion: Discuss "Cultural Buffers"

Wednesday: Discussion of Jack London, "Nam-Bok" (handout)

Workshops: As scheduled

Thursday: Films: "Tjurunga--The Story of Stone Age Man" (20 min.)
"Desert People" (55 min.)
A-Group discussions: Discuss the films

Friday: Discussion of Ruth Benedict, PATTERNS OF CULTURE, Ch. 2 & 4
To aid you in "getting into" Benedict's book, read the handout"
"Introduction to Benedict, Patterns of Culture"

WRITING ASSIGNMENT

Monday, January 29: "The Image"

1. Read the handout on Boulding's "The Image". Boulding explains how a person's image of the world can change and how that change can bring about a corresponding change in behavior.

2. Using Boulding's explanation of the image as a model, describe in writing the way in which a part of your image has changed in the recent past, and the degree to which your behavior changed as a consequence. Recount an actual change or modification in your image and behavior. We are assuming that everyone's image has been altered or modified to some extent in the recent past.

3. During the Monday discussion members of the seminar will read or briefly describe what they have written so that others can get some idea of how images are changed or modified.

Length of paper: Two to three pages.

Date due: At the beginning of class discussion on Monday.

Eighth Week of the Minicollege February 19 - 23

Sub-Theme: America as a Civilization

Monday: Holiday, Washington's Birthday

Tuesday: Guest Speaker: Dr. Murray Bower, Psychiatrist, Valley Medical Center, "Affluence, Work and Pleasure" (9:00 A.M. in S-32)

A-Group - Discussion of morning talk.

Wednesday: Discussion of Potter, PEOPLE OF PLENTY, Chapters 5,6, and 9.
Workshops - As scheduled.

Thursday: Special Event: "Looking at American Culture"
Exercise - Written; Extends through A-Group meeting.

Friday: Report back to D-Group the results of "Looking at American Culture" (Written assignment due)

SCHEDULED FILMS/TAPES/VIDEO-TAPES:
Required Audio-tape: Miller, "Death of a Salesman" (TD 17: 1 hr. 30 min.)
Please have listened to this tape by the beginning of group discussions on Monday, February 26.

Tenth Week of the Minicollege March 5 - 9

Sub-Theme: The Problem of Justice

Monday: Discussion of Clark, THE OX-BOW INCIDENT

Tuesday: Discussion of: Faulkner, "Barn Burning" (handout)
Meet at regular D-Group times

Wednesday: Discussion of: Benedict, PATTERNS OF CULTURE, Chapter 8 (The Individual and Culture)

Thursday: Viewing of "The Andersonville Trial" (2 1/2 hrs.)
Two showings in LC 12 North: 1st - 9:00-11:30
2nd - 12:00-2:30

Friday: Discussion of: "The Andersonville Trial"
Writing assignment due at beginning of discussion.

Looking at American Culture
Observation and Writing to be done on Thursday, February 22
Papers to be read on Friday, February 23

Assume you are an anthropologist sent from a totally alien culture to observe some segment of American culture. If you wish, pretend you are from another planet, and have the task of sending a report back to your superiors on Planet X. Role-play. See things as objectively and freshly as you can. Pick out a limited segment of American culture, but one that might well be characteristic. For example, Stevens Creek Blvd. from De Anza to, say, Lawrence Expressway, including business establishments, people, structures, etc. Or GEMCO in all its variety. Or De Anza College, itself; the San Jose Flea Market; Town and Country Village, and so forth.

Spend a couple of hours or more observing the limited sample of American culture you have chosen. Then formulate a general idea or hypothesis about the essential features of that sample of culture. Finally, state this hypothesis and make it seem reasonable to your readers. Two or three typed pages should be enough. To do this effectively, you must supply enough concrete detail to illustrate the basis for your hypothesis.

Reasons for. . . . .

1. Role playing an alien observer: This forces you to attempt to be objective. You are, in reality, a part of American culture at least to a degree. Your "real" value image (in Boulding's sense) does not permit you to be totally objective. Thus, if you wish to be objective, you must play the role of an alien observer.

2. The limited sample. Limiting the data will permit us to see the relationship between specific facts and general conclusions more clearly. (A more scientific way of saying "specific facts" and "general conclusions" would be "available data" and "reasonable hypothesis.") After we have heard the hypotheses about different segments of American culture, we will be in a position to test these hypotheses against a wider variety of data. For example, we could test whether a hypothesis drawn only from GEMCO was valid for all Americans.

FURTHER SUGGESTIONS

Do your observing alone, in twos, or any group you choose. Each observer should do a paper.

Don't make the mistake of pretending you are a vacuum cleaner sucking up indiscriminate data for later analysis. As you gather the data, you will find yourself informally classifying and categorizing it in the form of notes. Don't inhibit this natural process.
Boulding and Benedict can help. You might find it useful to formulate a hypothesis about the world view (i.e., Boulding's image) of the Stevens Creek Cult. Or you could talk about the general aim of the culture in the manner of Benedict.

SYNERGY ASSIGNMENT

Synergy Exercise for Monday, March 12

One of our goals in the Minicollege has been to develop the ability of our groups to attain a level higher than any of their individual members. This ability of a group to outperform even its own best individual resource is called synergy. If you recall, we began the Minicollege with a synergy task, the "Lost on the Moon" exercise. Now, let's see how well we do at the end of the first quarter of the Minicollege with another synergy exercise based on the movie "12 Angry Men".

"12 Angry Men" is the juryroom drama that is itself an excellent study of group behavior. It is a feature-length movie which allows our S-Groups to go through a unique group-decision experience of their own.

The movie opens as 12 weary jurymen receive instructions from the judge in a murder trial, then file into the juryroom. An informal poll is taken and all are willing to vote "guilty" except one man--played by Henry Fonda. They continue to deliberate, and each man explains how he feels about the case. Many try to persuade the maverick juror to go along with the others.

After 38 minutes of movie time they take a second vote--this time by secret ballot, with Fonda abstaining. When the jury foreman counts the slips of paper, there are 10 votes for "guilty" and one new vote for "not guilty". At this point we will stop the movie.

As you have seen, at this point, one of the jurors has switched his vote to "not guilty". On the basis of what you have seen of the men--their occupations, their backgrounds, their apparent biases and personalities--guess which juror it was. By the end of the movie all of the jurors, one by one, will have changed to "not guilty". Your task will be to predict the order in which they will change their votes.

We begin the exercise in Learning Center 12 North. However, since 12 North can accomodate only about half the Minicollege, we will have to conduct the synergy exercise in two sections.

The first section, consisting of the S-Groups that normally meet at 9:00, will begin at 8:00 and complete the exercise at 12:00.

The second section, consisting of the S-Groups that normally meet at 10:30, will begin at 9:00 and complete the exercise at 1:00.

First Week of the Minicollege Spring Quarter April 2 - 6

Sub-Theme: The Secular Genesis

Monday: 9:00 A-Group Meetings.
See the Minicollege bulletin board for your new A-Group assignment.

Tuesday: Meeting in S-32 at 9:00 A.M.
Film: Evolution and the Origin of Life
Lecture: The Use of Models in Natural Science
A-Groups: Discussion of film and lecture

Wednesday: Meet as D-Groups at the regular times.
Molecular Model Building Exercise
Workshops: Discussion of workshops for Spring Quarter.

Thursday: Guest Speaker: Dr. Keith Kvenvolden, Exobiology Division, Ames Research Center, NASA.
"Current Research on the Origin of Life"
A-Groups: Discussion of lecture.

Friday: Discussion of: Asimov, "The Chemistry of Life" and "The Wellsprings of Life" (handouts)

Seventh Week of the Minicollege Spring Quarter May 14 - 18

Sub-Theme: Ecology

Monday: Discussion of: Storer, THE WEB OF LIFE Chapters 1-13

Tuesday: Guest lecturer: Bill Sauer (Biologist) "Principles of Ecology"
In preparation for this lecture, read Storer, WEB OF LIFE, Ch. 14-20
A-Groups: Discussion of lecture and readings

Wednesday: Discussion of: Hardin, "Tragedy of the Commons" (handout)
(also view "Tragedy of the Commons")
Political rally: Should Hardin be our next President?

Thursday: Field Trip: Oakland Museum (Natural Science section with displays of California ecology)
Work on S-Group Zone Study Exercise

Friday: Discussion of: "S-Group Zone Study Exercise"

SCHEDULED FILMS/TAPES/VIDEO-TAPES:
Video-tape: "Tragedy of the Commons" (30 minutes)
Showings in LC10A: Monday 10, 10:45, 11:15, 12; Tuesday 12.

ASSIGNMENTS

Wednesday, May 16: Political rally

Suppose Garrett Hardin were running for President of the United States on the platform he presented in "Tragedy of the Commons".

Write a short speech you might make either opposing or supporting his candidacy. You will be asked to give your speech at your D-Group "political rally" on Wednesday.

SEARCH FOR SCIENCE SYNERGY

For this exercise, assume that biological science has reached a point where it can make decisions about man's biological future. Essentially, there are two positions:

(1) Through genetic engineering, scientists--after careful study--can alter man's genetic future. We can create a "super person," disease-resistant, brilliant, creative. We can and must do this.

(2) Altering man's genetic future is wrong. Whether considered from a religious or a secular point of view, manipulating man's genetic nature is an abuse of power.

Each S-Group will be given one of these two viewpoints. Prepare a presentation in which you define, support, and develop your point of view. The presentation should be at least twenty minutes long (but no longer than half an hour), and it should involve everyone in the S-Group in one way or another.

The presentation need not follow any particular form. You can present arguments in the form of a debate--giving facts, statistics, charts, arguments from analogy, etc. In addition, your S-Group can present skits, role-playing various situations. Use whatever art forms would be relevant. In other words, make this twenty to thirty minutes presentation as effective as possible, using all the knowledge, imagination, skill, and effort which your S-Group can muster. Here's a chance to learn from each other.

The materials we have had for all activities this quarter (essays, lectures, movies, etc.) will provide much of the substance for this presentation. Needless to say, you are encouraged to add whatever you discover on your own.

Each S-Group will make its presentation to another instructor's S-Group.

Each S-Group will be given Monday to complete preparations for its presentation. The presentations will be given during the Wednesday D-Group meeting.

Ninth Week of the Minicollege Spring Quarter May 28 - June 1

Sub-Theme: Love and Violence

Monday: Holiday

Tuesday: 9 A.M. in S-32 Film: "Bartleby"
10-11: #1 D Group Discuss film and short story, "Bartleby"
11-12: #2 D Group Discuss film and short story, "Bartleby"

Wednesday: 8:30-12:00 Library 12N
#1 D Groups - "Long Day's Journey" 3 hr. Color, TV
10:30-12:00
#2 D Groups - Discuss The Wild Duck. Prepare short writing assignment to be read aloud during discussion.

Thursday: 8:30-12:00 Library 12N
#2 D Groups - "Long Day's Journey" 3 hr. Color, TV
9:00 - 10:30
#1 D Groups - Discuss The Wild Duck, Prepare writing assignment.

Friday: D-Groups discuss: "Long Day's Journey"
Prepare short writing assignment to be read aloud during discussion.

TOPICS FOR PAPERS

About one typewritten page that can be read aloud during discussion. Try to see your paper as a contribution to an ongoing discussion and as preparation for the day's work.

The Art of Loving (due Monday, May 21)
According to Fromm, what is mature love? Why is it a relatively rare phenomenon in our contemporary Western culture?

The Little Prince (due Friday, May 25)
How would the Little Prince define love? Imagine yourself asking him the question, "What is love?" and imagine him answering you.

The Wild Duck (due Wednesday, May 30 or Thursday, May 31)
Dr. Relling doesn't like Gregers Werle. Explain the nature of their differing views of life. Which view do you personally prefer and why?

NOTE: For any or all of the above, you may think up a specific question of your own and answer it in a brief paper to be read aloud.

TOPIC FOR FINAL PAPER: LOVE AND VIOLENCE

Paper to be read during the retreat. Begin to think about this now. . . . .

Eric Fromm would not be as widely accepted as he is if he did not appeal to the real experience of human life. Our goal in studying the concepts of love and violence--starting with Fromm--is (1) to understand the various meanings that these terms have in our culture; (2) to understand how the various works we read embody these concepts; (3) to discover how the individual facts of our own lives relate to love and violence as it is defined by Fromm. It seems strange to say that Fromm defines violence. But the other side of the love relationship is the exploitative reduction of persons to objects that makes it possible for men to do violence to one another.

As a continuing project for this unit, work on a paper, designed to be read to the group, in which you illustrate the concepts of love and violence--as defined by Fromm and others--with an experience from your own life or from the lives of those you know. As you explain what you mean by love and violence, use as many of the other readings and activities as you can to further enlarge this meaning. Remember that your discussion of our readings is not the major part of your paper; use them as a framework to discuss the meaning of love and violence in your life. This discussion, as honest and detailed as you can make it, is what will make the concepts come alive for your readers and for yourself.

These papers will be read during the retreat on June 14 and 15. Thus, "late" papers will be useless as a contribution to the group.

Length of paper: A major essay, 4-5 typed pages.

APPENDIX C

DE ANZA COLLEGE

INSTITUTIONAL STUDY

TITLE: Impact of Mini-College Experience on Mini-College Students Winter and Spring 1972

DIRECTOR: F. L. Caldwell, Director of Educational Research

Purpose: The purpose of the study was to attempt to determine the influence upon the Mini-College students by the Mini College experience in the areas of (1) attitude towards self, (2) attitude towards others, (3) attitude towards traditional education, (4) attitudes towards progressive education, (5) attitudes towards the value of education as preparation for real life experiences.

Methodology: The study made use of a pre-post test and control experimental group design. It also made use of the interview technique for obtaining student's feelings towards the Minicollege experience.

The Mini-College students were selected as the experimental group and were given three attitude scales just prior to beginning their Minicollege experience in January of 1972. To test for Attitudes Towards Self and Others, Berger's (1952) Scale to Measure Acceptance of Self and Others was used. To measure Attitude Towards Traditional and Progressive Education, Kerlinger and Kaya's (1959) Education Scale was used. To measure Attitude Towards Importance and Value of Education, Rundquist and Sletto's (1936) The Educational Scale was used.

The Minicollege students which completed the experiment were then surveyed again at the end of the Spring 1972 quarter with the same instruments.

The Control group, a randomly selected general education class (Sociology 1) during the Spring 1972 quarter, was given the same surveys as the experimental group at the end of the Spring Quarter.

A random sample of the Minicollege group was interviewed to determine their attitudes about the Minicollege experience. The interview utilized a interviewer develop survey instrument.

The data collected compared the pre-post survey results of the experimental group and then compared the results of the experimental group against those of the control group.

Findings:

1. The experimental group began the Minicollege experience with no significant differences between itself and the control group in regards to attitude towards self and others. At the end of the Minicollege experience the experimental group showed a significant difference (beyond .01 level) between itself and the control group in holding a positive attitude towards self. Although the experimental group showed no statistical significant differences beyond the .01 level between itself and the Control Group in "positive attitudes towards others" at the conclusion of the experiment, there was evidence, statistical as well as interview data, that indicates the experimental group strengthened an already more positive attitude towards others than that held by the Control Group.

2. The experimental group began the Minicollege experiment with a more positive attitude towards progressive or experimental education than that held by the Control Group, but not statistically significant (beyond .01 level). After the Minicollege experience, a statistically significant difference (beyond .01 level) did exist between the Control Group and the experimental group. The experimental group had a far more positive attitude towards progressive or experimental education than the Control Group.

3. The experimental group began the Minicollege experiment with a statistically significant (beyond .01 level) more negative attitude towards the importance and value of education as preparation for real-life experiences than that held by the Control Group. At the end of the Minicollege experience there was no measurable change in this attitude by the experimental group.

4. Student interviews indicated that the individual students perceived that the greatest contribution of the Minicollege experience to their educati[illegible]s:

a. It gave them greater self confidence in their own abilities and a greater grasp of the strengths and weaknesses of their abilities.

b. Increased self-confidence, gave them impetus to challenge concepts expounded by others, and a willingness to listen to others viewpoints without feeling they had to choose between their own viewpoints and those of others.

c. The Minicollege experience motivated them to try new educational experiences they wouldn't have in the past.

d. The students for the first time in their formal educational experiences were able to really get to know instructors and classmates because the educational experience extended beyond the classroom and the campus. Lasting friendships such as those fostered by being members of the same sorority, fraternity, or dormitory study group developed.

e. The "generation gap" concept was broken down and the younger classmates found that the experiences of the older students held valuable lessons for them. The older students began to appreciate the need for reform and change being expounded by the younger students.

f. When the students returned to their traditional classes, they were more willing to take a more active part in their own educational process than before. They were not as self conscious about challenging and questioning the concepts of their instructor and classmates and if rebuffed did not feel personally attacked.

g. Students perceived they had read more, wrote more, and studied harder than in any other formalized educational experience they had had before. However, they did it because they were caught up in the work and because they wanted to, not because they had to.

h. Students felt that students involved in career programs which required tight sequential course patterns over a two-year period (such as Nursing, Auto Tech, Medical Assisting, Nursery School, Etc.) were being denied participation through de facto programming and such programming deprives the Minicollege of participation by an important segment of the college community.

5. All student complaints uncovered in the interviews focused on mechanics of operation not upon the impact of the Minicollege experience upon them. The faults varied with the individuals and only one fault was agreed upon by the majority of the students. This fault was that the large group meetings should be fewer in number and only used to show films, to hear guest speakers and to convey "housekeeping information.

Conclusions:

1. The Minicollege experience appeared to affect positive attitude changes in students' concepts of self, concept of others, and concept towards progressive or experimental education.

2. The Minicollege experience did not appear to affect attitude changes in student's concepts of the value and importance of education as preparation for real life experiences.

3. The Minicollege experience appeared to reinforce negative attitudes in students' concepts towards traditional education.

4. The greatest values of the Minicollege in the students' educational experience (perceived by the students) were in (a) increased self confidence, (b) development of better interpersonal relationships among classmates and teachers, (c) increased motivation to challenge opinions of others, (d) increased motivation for experimentation.

5. Negative student opinions focused only upon minor operational procedures and did not appear to have any significant detracting effects upon positive student attitudes towards the Minicollege experience.

6. The overall Minicollege experience for the vast majority of the Minicollege students was a very positive one.

7. The Minicollege experience appeared to solicit the same degree of loyalty and unity from its students as used to be found among the Greek fraternities and sororities of four-year institutions.

8. Many technical and vocational career students are being deprived of being able to participate in the Minicollege experience because of the demands of their tight sequential two-year curriculum.

Recommendations:

1. Because of strong student evidence indicating many positive learning and guidance experiences for its students it is highly recommended that the Minicollege continue under a similar format that has been used in the past.

2. It is recommended that those negative minor operational changes indicated by students be investigated by the Minicollege faculty and make changes where possible.

3. It is recommended that a system be found which will allow interested technical-vocational career students to participate in the Minicollege and not be penalized in achieving the curriculum goals of their particular program. This will probably require a more flexible curriculum integration by both career and Minicollege personnel.

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